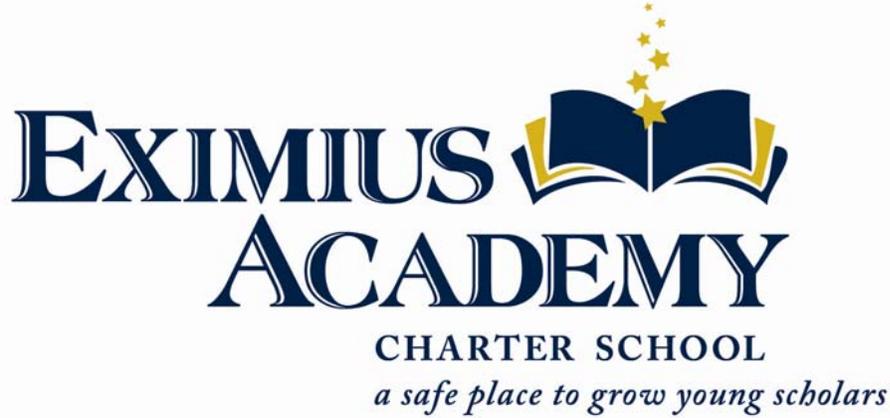


FULL APPLICATION
 SUBMITTED IN RESPONSE TO THE
**2011 NEW YORK STATE EDUCATION DEPARTMENT REQUEST FOR PROPOSALS TO
 ESTABLISH CHARTER SCHOOLS AUTHORIZED BY THE BOARD OF REGENTS FOR:**



Contact Information	
Lead Applicant Name (or authorized representative):	Karim Adeen-Hasan
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Media Contact Person's Phone Number:	(518) 322-6525

Charter School Proposal Information	
Proposed District or CSD of Location:	Rotterdam-Mohonasen City School District
Total Projected Grade Levels For 5 Year Charter Term:	K, 1, 2, 3, 4, 5
Total Projected Grade Levels at Full Growth:	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Total Projected Maximum Enrollment For 5 Year Charter Term:	485 Students
Total Projected Maximum Enrollment at Full Growth:	965 Students

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2011 NYSED Charter School Application Statement of Assurances

- ✓ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the Eximius Academy Charter School application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget material by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

- ✓ In accordance with New York State Education Law Section 2851(2) (t), in the case of a closure or dissolution of the Eximius Academy Charter School, we agree to abide by and implement the forthcoming Closing Procedures for New York Charter Schools Authorized by the Board of Regents to be issued by NYSED.

- ✓ We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

- ✓ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed Eximius Academy Charter School is accurate and correct.

Khim Adeen-Hasan Signature of Lead Applicant

March 26, 2011 Date

I. EDUCATION PLAN

The mission of the Eximius Academy Charter School is to prepare economically disadvantaged and culturally diverse students from Schenectady in grades K-5 to master 21st Century knowledge and skills by achieving academic excellence and demonstrating integrity, commitment and positive relationships to build the bedrock values for success. Eximius Academy will close the academic achievement gap by ensuring that all students meet and exceed NYS Common Core Standards and are firmly on the pathway to becoming accomplished lifelong learners.

What Students Will Achieve

In accordance with our mission, the Eximius education plan addresses the following goals:

State Mandated Educational Goals:

- Each year (beginning in 2013-2014) at least 75% of 3rd to 5th graders who have been enrolled in the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Math exams.
- Each year at least 75% of 4th graders who have been enrolled in the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science exam.

Additional School-Based Educational Goals:

- Eximius students will demonstrate proficiency in the understanding and application of 21st Century content¹.
- At least 85% of students in 3rd to 5th grade will perform at or above Level 3 on a school designed rubric which measures 21st Century knowledge and skills (e.g. learning and thinking skills; information and computer technology literacy; life skills; initiative; group and team work; and preparation for future learning).
- All students will know how to access information and use technology to learn and communicate as evidenced by the successful completion, in grade 5, of a technology project that demonstrates comprehension of the material, visual literacy, technology literacy and media literacy at Level 3 according to a school-designed rubric.

To achieve its mission and fulfill these goals, Eximius will align its curriculum with the New York State Standards in all areas. Student performance will be evaluated in accordance with the goals indicated above and the New York State Core Curriculum standards. To illustrate, there follows a description of sample exit standards in English Language Arts and Mathematics in two non-consecutive grades: 1st and 3rd grades.

- NYS Standard #1 for English Language Arts: Students will read, write, listen, and speak for information and understanding. Sample exit standards for 1st and 3rd grade:
 - To exit from grade 1, a student will be able to read grade-level texts with DRA scores in comprehension, speed, accuracy and expression at Level 18.
 - To exit from grade 3, a student will be able to read grade-level texts with DRA scores in comprehension, speed, accuracy and expression at Level 34.
- NYS Standard #3 for Mathematics: Students will become problem solvers by using appropriate tools and strategies. Sample exit standards for 1st and 3rd grade (process strand of problem solving and content strand of number sense and operations):
 - To exit from grade 1, a student will perform at or above Level 3 in the use of grade appropriate strategies of informal counting, manipulatives or drawing, to solve problems arising from everyday situations, according to a school-designed, mathematics assessment.

¹ Partnership for 21st Century Skills. (2007). *Learning for the 21st Century*. Tucson, AZ: Author.

- To exit from grade 3, a student will perform at or above Level 3 in the use of the grade appropriate strategies of modeling with pictures/diagrams, make organized lists or charts to solve problems, according to New York State mathematics examination.

How We Will Achieve It

By relentlessly focusing on, and constantly recalibrating to know the answers to four questions:

1. What is it we want our students to learn – by grade level, by course and by unit of instruction?
2. How will we know when each student has learned?
3. How do we respond when students do not learn?
4. How will we enrich and extend learning for students who are learning and are proficient?

Our laser focus on helping our students learn a great deal within the context of our key design elements of academic rigor, strong culture and comprehensive system of learning supports will yield the Eximius mission of academic excellence.

How We Will Evaluate Student Performance

We will evaluate our student’s performance by building data-driven instructional practices into our culture to measure understanding and critical application of concepts. We will accomplish this by:

1. Creating our annual Assessment Calendar;
2. Carving out time for assessment, analysis and action;
3. Strict adherence to the same standards and assessments for all students (by grade level & content area); and
4. Teacher collaboration on data analysis, professional development, strategies for re-teaching and improving student learning.

Education Program Design

We fully understand how critical academic rigor is to our students’ success. We also know that the non-academic barriers our students will bring to the classroom will create a unique challenge that must be addressed. Therefore, our educational plan responds to this dual challenge by proposing exemplar curriculum that is focused on active pedagogy and active learning and continuously working to get the conditions right for learning to occur.

To accomplish the latter, Eximius will build a Comprehensive System of Learning Supports (CSLS)² to create the optimal learning conditions (see Attachments 18 and 19). CSLS will work because at its heart is *student achievement* (see Attachment 20). Our relentless focus on academic rigor and CSLS will tell us how much our students are learning. Because our system has multiple improvement priorities, of which Academic Learning is primary, it will help us know deeply all aspects of our students’ lives.

The CSLS will enable Eximius to produce positive academic outcomes by emphasizing *improvement priorities*, processes, and mechanisms for organizing and mobilizing the school, family and community resources to support students’ learning, healthy development, and success in school.³ The Continuous School Improvement (CSI) Team will conduct a resource and gap analysis to provide the data necessary for the team to determine our annual improvement priorities. The improvement priorities we will continuously monitor are:

² Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., et al., (2004). *Implementation guide: Ohio Community Collaboration Model for School Improvement*. Columbus, OH: Ohio Department of Education.

³ Dawn Anderson-Butcher, Hal A. Lawson, Aidyn Iachini, et. al. *The Ohio Community Collaboration Model for School Improvement: Lessons Learned from School and District Pilots*. Ohio State University, June 2008.

Academic Learning through a rigorous, standards-based program, grounded in active pedagogy and active learning that will excite and motivate our students to thrive in a dynamic, fast-paced 21st Century economy.

1. **Youth Development** through after-school programs, mentoring, peer counseling, service learning, community service, volunteerism, leadership development, conflict resolution, life skills program, academic remediation and enrichment.
2. **Parent/Family Engagement and Support** are defined in part by the following strategies: occupational development; school readiness, parent education and family support (i.e. prenatal and early childhood education programs); parent partnerships; supporting families through referral and assistance; family workshops/retreats on relevant topics (literacy, household budgeting, parenting) and other linkages to vital services in the community.
3. **Health and Social Services** will include school and community-based resources such as mental health services, financial and housing assistance, child welfare support, and dental/medical services.
4. **Community Partnerships** and collaborations such as formal arrangements with Capital District Child Care Council, Carver Community Center, Northeast Parent and Child Society, Community Father's, Inc. and the Schenectady YMCA as examples to enhance both the programs and services linked to, or offered at the school, as well as augment resources for both our school and community partners.

A detailed description of the CSLS working model is provided in Attachments 18 and 19. We will retain the services of Dr. Hal A. Lawson, as our CSLS consultant. Dr. Lawson is Professor of Educational Administration and Policy Studies as well as Professor of Social Welfare at SUNY Albany. Dr. Lawson's Curriculum Vitae is provided in Attachment 7.

A. **ACADEMIC RIGOR**

Active Pedagogy & Active Learning: Our Schenectady students need to be inspired to learn. They need to have a purpose that drives their learning and they need to feel as though school has meaning and purpose. To this end, Eximius will use *active pedagogy* to stimulate engaged learning. During the past year our Planning Team has diligently researched best practices and visited both traditional public and charter schools to identify the best practices that would work for our children in the Schenectady City School District. We studied the Expeditionary Learning Model and spoke with operators of these schools. We also studied elementary schools providing a strong Science, Technology, Engineering and Math (STEM) focus. What we learned is that *Active Pedagogy and Active Learning* produces exceptional academic instruction. Exceptional academic instruction increases student achievement.

We will build active learning into our school by organizing our curriculum around subject areas and "Big Ideas" derived from the content standards. Our field projects and hands-on activities will be linked to compelling topics relevant to the history of Schenectady, the Capital District and the world around them. We will expect our students to construct deep understanding and skills to create products for real audiences. We will also design our active learning projects to support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. Our primary aim will be to allow for and encourage authentic integration of disciplines, an integrated model of literacy to ensure a solid foundation is built for college and career readiness as recommended in the Common Core State Standards.

Plan for Development of the Curricula: Eximius intends to develop core curricula following approval. Eximius would develop curriculum directly from the New York State Common Core Learning Standards through a common, school-wide approach by creating scope and sequences for each grade; detailed syllabi for each course that lists the skills and concepts to be mastered; and a database of unit and daily lesson plans. In addition, to mandate state exams and New York State

accountability provisions, the school would implement multiple school-wide assessments and administer them consistently to determine students' progress towards each performance standard.

Curriculum development will be an ongoing process and will serve as a roadmap for planning instruction and evaluating progress toward instructional goals and desired learning outcomes. Existing NYS core curricula and other appropriate curricula will be adapted and enriched to serve our primary goal to prepare all students to be academically successful in high-performing high schools, matriculate and graduate from college.

We will retain the services of Dr. Helen Stuetzel as our curriculum design coach. She has been an adjunct faculty member at SUNYA since 1987. She holds New York State certifications as an elementary teacher, reading teacher and school administrator at both building and district levels.

One of the many reasons Dr. Stuetzel was chosen is due to her work implementing the Wiggin's Understanding by Design as a framework for developing core curricula that align with the Standards, performance indicators and Testing Program in the core academic areas. The UbD design "starts with the desired results (i.e. goals and standards) and then derives the curriculum from the evidence of learning (assessments/performances) called for by the standards and the teaching needed to equip students to perform."⁴ It organizes planning around big ideas or themes, then incorporates skills and understandings (performance indicators), based on the desired outcomes.

The proposed Board of Trustees and Charter School Director have identified Dr. Stuetzel and Dr. Lawson as the lead consultants to work with our staff in developing our curricula and the CSLS model. During the pre-planning phase, the Board and Charter School Director will continue to meet to refine and implement these decisions.

Framework for Development of Curricula for Core Subjects:

- **ELA**

Focused Teaching on Reading Across the Disciplines: Eximius believes in the balanced literacy approach. Reading is a complex process that includes phonemic awareness, phonics, fluency, vocabulary development, and an array of comprehension strategies. This approach helps to deal with the complexities of learning to read by allowing students to receive the teaching needed in order to reach grade level status, while ensuring that students work at a level that is not frustrating for them. Our balanced literacy classrooms will focus on four different types of reading experiences: reading aloud to children; shared reading - whole class; guided reading - small group; and independent reading. We will teach these and other comprehension strategies from kindergarten through fifth grade to convey the idea that reading is all about making meaning.

The excitement of active learning through projects and fieldwork, we believe, will motivate our students to read; in turn, the explicit teaching of reading comprehension deepens students' understanding of content. In accordance with the Common Core standards, we will teach reading across all content areas because each subject area requires students to learn from written materials and requires different kinds of text (e.g. science articles, primary sources in history, word problems in math). Trade books, primary sources, and discipline-related articles will be used along with or instead of textbooks. The following reading comprehension strategies may be used in all subjects and grades: locating main ideas and support details; making inferences; recognizing patterns; using context clues; asking questions; summarizing or outlining re-reading; and "think aloud" with a partner.

We are considering Houghton Mifflin Harcourt Journey's reading program and Earobic as a supplement for struggling readers, for grades K through 5.

⁴ Wiggins, G., McTigue, J. (2005) *Understanding by Design*. Alexandria, VA.

Focused Teaching on Writing Across the Disciplines: Students in Eximius will write for various purposes and audiences and across all areas of the curriculum. Students do their best writing when they care about the topic, purpose, and audience. Compelling topics, rooted in “Big Ideas”, in-depth investigations, and written projects and products motivate students and require them to represent their understanding of the content and issues. “Big Ideas” topics such as “Light Your Way” (electricity), “Shapes All Around” (Geometry) “Structures” (math and social studies), “Pack your Trunk” (history, measurement, geometry, etc.) and “Solar Cooking” (energy). The teachers will develop and teach a common language for the writing process and the components of writing, and use consistent practices for teaching and assessing writing. While the nature and amount of writing will vary with each “Big Idea” explored, integrating reading and writing is essential to completing the task regardless of discipline or grade level.

- **Math**

Focused Inquiry-Based Math: Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. At Eximius, mathematics will be taught in an inquiry-based manner as emphasized by the National Council of Teachers of Mathematics and the New York State Common Core Standards in Mathematics. We will focus on the “Big Mathematical Ideas”, high quality student work, and structures for teaching math within and outside of learning projects. Our teachers will invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become meta-cognitive about their strategies. Teachers will cultivate mathematical habits of mind such as curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. No matter what math curriculum is used, math class will be conducted as a workshop. It begins with a complex problem and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and a synthesis of the day’s learning. This sequence ensures that students are doing the thinking. Research supports this approach which will increase students’ achievement in mathematics (<http://www.nctm.org/standards/content.aspx?id=270>). We are considering Saxon Math as our textbook.

- **Social Studies**

Eximius social studies curriculum will provide students with the understanding of history, government and civics. At Eximius, our teachers will use field work, projects, problem-based content, and interactive instructional practices to foster inquiry in social studies. We will focus on “Big Ideas” that connect to their community and the world around them. A compelling topic will often focus on engaging current issues, controversies, social justice, and cultural diversity. Our teachers will select a variety of engaging information sources beyond the textbook for research and products (e.g. articles, short text, biographies, data sets, primary sources, original documents, interviews, experts, and fieldwork). This approach will require students to think, write and research like a real social scientist, and use the tools of inquiry specific to this discipline. In grades 3 through 5 more in-depth investigations of social studies fieldwork and interdisciplinary projects will focus on issues and problems that promote inquiry. We are considering Houghton Mifflin Harcourt as our social studies textbook for all grades.

- **Science**

Eximius science curriculum will foster the development of science process skills (i.e., classifying, communicating, inferring, interpreting data, making decisions, measuring, observing, etc.) and teach students how to investigate important issues in the world around them. Our teachers will use fieldwork, projects, problem-based content, and interactive instructional practices to encourage inquiry in science. We will focus on “Big Ideas” that connect to their community and the world around them. Where possible, projects and fieldwork will integrate science and other disciplines (social studies, math, ELA, technology, engineering, etc.). Inquiry and products require research and authentic use of tools of the discipline studied. Fieldwork in science often examines the history of the development of scientific ideas. Fieldwork and projects will foster identification with the discipline

studied by modeling the inquiry and practice of real professionals and by including their expertise in the field work plan.

We are currently considering using the Capital Region BOCES 21st Century Instructional Materials Science and Technology for Children (STC), an inquiry-based science program that meets NYS learning standards and provides a scope and sequence for science instruction in the elementary and middle grades (K-8), along with links to other subject areas. BOCES staff offer workshops for teachers to complement this program. In addition, under review are two additional research-based curricula: FOSS and GEMS.

- **STEM Summer Academy**

A summer session is mandatory for all students. Research shows that a sixty (60) day summer session widens the academic achievement gap.⁵ Our mandatory summer program will have project-based Science, Technology, Engineering and Math (STEM) focused curriculum. We believe that our students need an education with a solid foundation in STEM areas so they are prepared to both work and live in the 21st Century. Since the 1960s, the demand for routine manual task skills has decreased, while the demand for non-routine interactive task skills has increased significantly.⁶ Workforce projections for 2014 by the U.S. Department of Labor show that 15 of the 20 fastest growing occupations require significant science or mathematics training to successfully compete for a job.⁷

The STEM Summer Academy Coordinator in collaboration with business, higher education and subject matter experts will develop a STEM P-20 curriculum and compile a library of STEM projects, lesson plans, and student assessment methods organized by discipline, theme, and grade level. We have visited Tech Valley High School and would like to utilize their approach to secure business buy-in and support. An inventory of STEM projects will be posted on our website to share with the Schenectady City School District and the general public. The STEM Summer Academy Coordinator in collaboration with our CIP Team will develop written documentation of all curriculum and lesson plans, developed in collaboration with Eximius teaching staff and experts in the respective fields. We have developed a Memorandum of Understanding (MOU) template which we will use to formalize our agreement with strategic partners. Program and operational costs will be defrayed through grant funding. The STEM portion of the summer session will be scheduled daily, from 8:00 am to 12:00 pm. The afternoon session, from 1:00 pm to 5:00 pm, will be coordinated in collaboration with the YMCA and other community based organizations as a traditional summer camp.

Our STEM Summer Academy will provide students in need of extra help with significantly more instructional time each year than they would receive in a district school. Additionally, those on grade level will receive enrichment. Increasing learning time is essential for students who enter school with skills/knowledge deficiencies, those with disabilities, and those with Limited English Proficiency to achieve at the highest levels. Our students will receive this extra time during the summer months, through the STEM Summer Academy, thereby decreasing the academic achievement gap.

In addition, we will offer Literacy Lab to assist our struggling students with reading and writing during the summer. Our Literacy Lab during the summer program will have a targeted focus to provide short-term, intensive, one-on-one instruction for children who need reading and writing help. However, we will make reading and writing exciting, accelerate progress, provide numerous experiences by designing our STEM Projects to ensure our student read and comprehend informational text, including history/social studies, science and technical text which are aligned with the Common Core State Standards for English Language Arts. The Curriculum and Instructional

⁵ Karl L. Alexander, Doris R. Entwisle, and Linda S. Olson. Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 2007, Vol. 72 (April:167-180)

⁶ Education Forum: What it Takes to Compete, Seeing US education through international comparisons, Organization for Economic Cooperation and Development (OECD) 2007.

⁷ Bureau of Labor and Statistics, Fastest growing occupations, 2004-2014, <http://www.bls.gov/emp/emptab21.htm>.

Support (CIP) Team under the leadership of the AIS Reading Specialist and DCI will develop this intervention program, schedule students based on assessed need and coordinate tutors for our Literacy Lab. All children will attend during the summer session.

Research, Experience and Theoretical Base That Will Guide Curriculum Development:

Elmore (2000) stated in his report entitled, *Building a New Structure For School Leadership*, that “Public schools and school systems, as they are presently constituted, are simply not led in ways that enable them to respond to the increasing demands they face under standards-based reform.”⁸ Indeed, Diane Ravitch (2007, p. 256), the former United States Under Secretary of Education, also explained that the task confronting contemporary American educators is not merely difficult; it is impossible. As she points out, no nation or state has ever achieved 100 percent proficiency for all of its students, and to create a system that would label every school a “failure” that is unable to achieve the unattainable is likely to breed resignation and a sense of hopelessness on the part of educators. Rosebeth Moss Kanter (2004) describes these twin elements of despair—resignation and lack of self-efficacy—as primary pathologies that *prevent people and organizations from solving problems and improving their situation.*⁹ The result, too often, is that schools become resigned to their fate, the students become despondent and the educators working in isolation conclude it is impossible to meet either the incredibly diverse needs of their students or the goals imposed upon them by others. Under such conditions it is impossible for even the most talented people to do competent, let alone brilliant, work in a flawed system. Yet a well-designed system filled with ordinary—but well trained—people can consistently achieve stunning performance level” (p.96) To prevent this phenomenon, both the educators and students need additional supports; for without these supports, the educational system will not create the conditions for success.

It is for this reason we believe so strongly that, “no adult should work alone and no child should learn alone because the enemy of improvement is isolation,” Elmore (2000). Our system is supportive of both the adults and students in Eximius. This belief yields the principle to developing our school and the Eximius curriculum.

First, we will create a system that lays the groundwork for our educators to work collaboratively to meet the needs of students by establishing timely, directive, and systematic interventions and enrichment. This will be done by embedding our school wide Response to Intervention (RtI) system into our Professional Learning Community (PLC). A PLC is an educator-created environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone.¹⁰ PLC’s are built into our routine and scheduled weekly from 1:00 pm to 4:00 pm on Friday. We will also schedule the traditional in service professional development workshop during the summer months.

Eximius will create four collaborative teams that share the school’s mission, vision and values. They are: Curriculum and Instructional Planning (CIP) Team; Instructional Support (IS) Team; Care Team; and Continuous School Improvement (CSI) Team.

- The Curriculum/Instructional Planning (CIP) Team is led by the Director of Curriculum and Instruction (DCI) and composed of the lead teacher from each grade level, the School Counselor, and the Instructional Support Team. The primary focus is to set the agenda for the PLC’s and develop curriculum mapping and pacing guides under the Wiggan’s UbD framework, and reflect on how instruction could be differentiated or identify gaps in the written, taught and tested curriculum. The CIP will collaborate when needed with the IS team as they develop the school

⁸ Richard F. Elmore. *Building a New Structure For School Leadership*. Albert Shanker Institute. (2000) p.2

⁹ Richard Dufour and Rebecca Dufour, et. al.. *Raising the Bar and Closing the Gap: Whatever It Takes*. Solution Tree Press (2010) p. 11.

¹⁰ Richard DuFour and Robert Eaker. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. (1998) p. xii

wide Response to Intervention (RtI) system. The CIP Team will assist the STEM Summer Coordinator develop our STEM focused curriculum and hand-on projects as well. A designee of the DCI will coordinate with the Extended Day Coordinator any enrichment needs of our students and make them available during the afterschool program.

- The Instructional Support Team is led by the Special Education Coordinator and composed of the ELL coordinator and AIS coordinators. Their primary focus is to create a school wide Response to Intervention (RtI) system, to provide academic supports to students with IEP, identify students struggling and at level 2, as well as provide support to students designated as LEP/ELL. This team leader will coordinate with the Extended Day Coordinator to identify these students and the material (lessons/assignments) each student will cover during the afterschool program. The IS Team will focus on the third tier of the RtI Program to get this in place by year one, and tier one and two during the second school year. They will also work closely with the Behavior Intervention Specialist and the School Counselor to develop a data based system to capture behavioral referrals and non-academic issues challenging our students.
- The Care Team is led by the School Counselor and composed of the DCI, Instructional Support Team, Family Resource Center Coordinator and representatives from our strategic partnerships with community based organizations. The primary focus of the CARE Team is to identify which improvement priority(s) the school will undertake each year based upon the identified need of our students (i.e. youth development, parent/family engagement and support, health and social services, and community engagement) to help us remove the non-academic barriers to learning, develop interventions and monitor the progress and re-calibrate when necessary.
- The Continuous School Improvement (CSI) Team is led by the DCI and composed of the Data Accountability Coordinator (part-time position until year three) and members from all other teams. Their primary focus is Data. CSI will focus on: (1) assessment (i.e. develop the annual assessment calendar), by creating rigorous interim assessments that provide meaningful data; (2) analysis, by examining the results of the assessments to identify the causes of both strengths and shortcomings; (3) action, by returning the data to the teachers within 24 hours and have a plan of action in place by the following Friday; and (4) culture, by creating an environment in which data-driven instruction can survive and thrive.¹¹ Another critical role for the CSI Team is to develop the Dashboard and conduct the community services gap analysis as well as continually monitor and provide feedback on each Improvement Priority within the Comprehensive System of Learning Supports.

The curriculum, along with relevant assessment procedures and tools, will be published in a series of Eximius Curriculum and Assessment Handbooks for the Kindergarten and first through fifth grades. These Handbooks will provide a framework for teachers so they may approach their work with students and colleagues with consistency, a shared language and common expectations. All teachers will be required to have read the Handbook before they arrive for summer orientation. Before school begins, teachers will meet to review the specific NYS Standards and performance indicators for their grade level, and the sequences of lessons and materials in the curriculum handbook. Teachers will be trained in the use of the assessments and a schedule for the assessment will be distributed during summer orientation.

The teachers will be encouraged to make notes in their curriculum handbook throughout the year, indicating what worked well and what did not (i.e., pacing, sequencing of skills and topics, etc.) and suggestions for improvement. At the conclusion of each quarter the CIP and CSI Team will review these suggestions with teachers, and devote two consecutive PLC meetings to analysis the data and

¹¹Paul Bambrick-Santoyo. *Driven By Data: A Practical Guide to Improve Instruction*. John Wiley & Sons, Inc. (2010) p. xxvi.

recalibrate our instructional plans. These quarterly recommendations and realignments will be incorporated into the Handbook during the summer for the subsequent school year.

Comprehensive Services for Special Education and English Language Learners: Our Special Education and ESL/ELL program will comply with all applicable laws and legal precedents specifically related to ELL including, but not limited to, Title V of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and *Castaneda v. Pickard* (1981).¹² ELL/LEP students will be include in every aspect of the educational program at Eximius and valued as members of our community. ELL/LEP will not be provided substandard curriculum materials, or denied access to curricular or extracurricular activities due to their lack of English proficiency.

We will provide all IEP and Section 504 (Rehabilitation Act) services in a flexible manner, fully compliant with applicable laws. We will hire a full time teacher certified in special education for student with mild and moderate needs. In year three we will have a full-time Special Education Coordinator. These individuals will be responsible for implementing classroom-based IEP services and ensuring access to the general curriculum for all students on IEPs.¹³ The certified special education teacher will focus on providing classroom-based inclusion service and pull out when required by an IEP. The teacher assistant assigned to each classroom will work closely with the Special Education Coordinator to provide additional one-on-one or small group lessons. The administrator certified in Special Education will work directly with the Committee on Special Education and also serve as the Section 504 Officer. If, through the lottery process, a student is admitted who has profound or severe disabilities, Eximius will ensure that the student has the appropriately certified aides and teachers working with him or her to provide necessary services.

Eximius plans to contract with the District or a qualified outside service provider, such as Signature Learning Resources, to provide on-site pull out special education services including Occupational Therapy (OT), Physical Therapy (PT), and Speech Therapy (ST) as specifically indicated in our students' IEPs that are not able to be managed by our internal staff. All special education services will be provided by appropriately trained, certified, and licensed providers accountable to the CD.

Differentiated Instruction: We will have two educators, a certified elementary teacher and a certified teacher assistant, in each classroom to ensure that instructional strategies for specific levels of learning are used. Small group, one-on-one tutoring will facilitate the use of systematic teaching with the SCREAM variable¹⁴ (structure, clarity, redundancy, enthusiasm, appropriate rate, and maximized engagement) through questioning and feedback (Mastropieri & Scruggs, 2002, 2004). Instruction will be matched to student need with increasing intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. A study of differentiated instructional strategies will be discussed in our PLC's and Mastropieri's book entitled "The Inclusive Classroom: Strategies for Effective Differential Instruction" will be the basis for this study and recommended reading.

Professional Development:

We will hire a Director of Curriculum and Instruction (DCI) tasked with the singular focus of instructional leadership and to support Eximius instructional staff to expand and strengthen their

¹² Rosalie P. Porter. "Accountability is Overdue: Testing the Achievement of LEP Student." *Applied Measurement in Education*, 404.

¹³ Whenever possible, Eximius will seek to hire excellent teachers who hold dual certification in a STEM, Special Education or Reading Specialist.

¹⁴ Margo A. Mastropieri and Thomas E. Scruggs. *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. (2010) P. 133

instructional capacity. The DCI will use frequent classroom observations and examination of data to determine if there are any school-wide, grade-wide, class-wide, subgroup-wide or department-wide challenges that need to be addressed. The DCI will coach the school's instructional staff and provide training and guidance in the use of data to drive instruction in their work with all learners, including SWD and ELL populations.

The effective implementation of Eximius' curriculum will come from a coherent professional development (PD) framework which is composed of in service PD at Unit's end (which will have a strong data analysis focus) and during the summer. However, and equally important, we will institute a professional learning community (PLC) which convenes weekly for three hours, each Friday from 1:00 pm to 4:00 pm. The school will provide additional professional development training during summer months, including training teachers on how to align curriculum to New York State Learning Standards and the Common Core Standards. Through the use of PLC's and our summer institutes, teachers will continually acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement.

Professional Development for teachers and staff will begin the summer of 2012. The first topics covered in the summer will be establishing School Culture, School Expectations, Routines & Ritual. All teachers will be expected to read two books before the start of our summer PD, Teach Like A Champion by Doug Lemov and With All Due Respect: Keys to Building Effective School Discipline by Ronald Morrish. Our teachers will study Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo, be trained in UbD curriculum design and Comprehensive System of Learning Supports throughout the school year in our PLCs. A more detailed list of topics for continual study in our PLC's and during the Summer Institute throughout our first charter term, and beyond, is found in Attachment 25.

The DCI will guide and also offer recommendations as individual teachers are coached and developed. Each teacher will have an individual professional growth plan (developed in collaboration with the DCI) to identify his/her strengths and areas of growth. This plan will focus on one growth area for that academic year. Teacher observations will be based on that growth area. We will support the growth of master teachers with a robust embedded professional development program driven by the data on student achievement.

Our students will be dismissed at 12:45 pm one day per week, allowing for weekly PLC's from 1:00 pm to 4:00 pm on Friday's. This time will be dedicated to analyzing assessment data and creating plans to meet academic performance goals. Eximius will hold well over a hundred hours of professional development, given the weekly professional learning community's meetings over the school year.

Eximius' school model places a high priority on teacher training and professional development. Weekly PLC's and our two week professional development scheduled in August will continually provide teachers with the skills and capacity to implement best practices that will lead to school improvement and increased student achievement. The DCI, in collaboration with the CSI Team, will work together to analyze student assessment data, identify student needs and create instructional strategies to address them.

B. SCHOOL CALENDAR AND DAILY SCHEDULE

Number of Days School in Session: The School will operate for 190 days per academic year, seven days longer than the traditional Schenectady City School District (SCSD) school year. We will not schedule a four winter break in February nor the three Superintendent Conference Days as typical for

SCSD. The STEM Academy summer session that Eximius will operate (mandatory for all enrolled children) will be open for 25 additional days, increasing instructional days to a total of 215.

Sample Daily Class Schedule: Attachment 3 is a sample of the daily class schedule. Eximius will be open daily from 7:30 am to 3:00 pm. The allocation of time for core instruction is 460 minutes per day and 60 minutes per day for supplemental instruction, totaling 520 instructional minutes per day.

Comparison with Local School District: Eximius will offer instruction for more hours per day and for more weeks per year than the elementary schools in the Schenectady City School District. Eximius students will be in school an average of eight (8) hours and 40 minutes per day; this exceeds the six (6) hours and 45 minutes at Schenectady City Elementary Schools. Eximius will operate for 190 days per academic year, and 215 days per calendar year; more than six (6) weeks longer than the traditional Schenectady City School District schools, where 183 days is the norm.

Students will have three total hours of ELA per day. This will allow for 1,050 minutes of ELA instruction per week and a 60 minute block of math per day, allowing for 300 minutes per week. Social Studies and Science will also be taught in a combined one hour block daily, for a total of 300 minutes per week. A total of 2,075 minutes per week are dedicated to the core academic classes. The students will be left with 1,375 minutes during the day for involvement in enriching and supportive activities, such as art, music, Morning Meeting and STEM projects.

Extended Day Program: Eximius students will attend our after school program which is scheduled from 3:00 pm to 5:00 pm which will be run by our Media Specialist/Extended Day Coordinator. We will provide a safe and enriched environment where the students may remain until they are collected by their parent/guardian. For parents working later hours, they have the option of picking up their children at 6:00pm. After snack, the first hour of the Extended Day program will provide time for students to complete homework and receive tutoring on improvement areas as identified by their teachers, CIP and IS Team leaders. From 4:00 pm until 6:00pm the students will have opportunities to enjoy working on a STEM project, sports, dance, chess, arts or music activities. This segment of the program will be coordinated with our community partners where practicable.

Mission Alignment: It is well documented and iterated in Raising the Bar and Closing the Gap, by DuFour, DuFour, Eaker and Karhanek, that students with access to a more rigorous curriculum, and provided additional time and support to succeed in that curriculum, the academic achievement gap can be successfully closed. Eximius’ daily schedule and annual calendar creates the extra time for students and adults to effectively learn. This schedule also compliments the academic rigor and comprehensive system of learning supports. The after school and summer school programs support families and provide essential student remediation and enrichment. Eximius will provide a longer school day and longer school year to provide the necessary supports to students to help them to improve academically, close the academic achievement gap, and eliminate academic and non-academic barriers to learning.

C. TARGET POPULATION

Student Enrollment: The following table shows the anticipated enrollment for Eximius.

School Year	Ages	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten	4-5	86	86	90	90	90
1 st	5-6	82	82	80	90	90
2 nd	6-7		80	80	80	90
3 rd	7-8			80	80	80
4 th	8-9				72	72
5 th	9-10					63
Total Students		168	248	330	412	485

Eximius expects to enroll 168 students – four (4) sections with an average of twenty-one (21) students – in the initial year for students entering kindergarten and first grade. Kindergarten will be open to students who turn five (5) on or before December 31 of the year in which they enroll, as required by law [Ed. L. §3202(1)].

Why Projected Enrollment is Realistic:

The charter schools in the Capital District have an attrition rate of approximately 12% in FY 2008-09 (School Report Card, 2009). We assume an attrition rate of 10%, since Eximius is the only alternative charter school in Schenectady. Eximius will backfill to reach our targets in grades K- 3. Student enrollment is anticipated to fall from grade 3 to 4 and from grade 4 to 5 as we will not backfill during these years. Much research supports the notion that these grades (4th and 5th) are *very critical* for our target population. Smaller class sizes and a strong school culture will help us keep the conditions right for these students to get the extra attention and supports they need to achieve academic success and be well prepared for middle school. At full capacity, the school will serve approximately 485 students in Kindergarten through grade 5 FY 2016-2017.

Targeted Community: Most of the FRPL students live in the City of Schenectady’s Hamilton Hill/Vale neighborhood, a distressed urban community in census tracts 209, 210.02, 211.02, and 214, with poverty, unemployment and dropout rates three times higher than national figures. Additionally, 50% of rental properties are substandard and rent burden ranges from 39% to 50%. The Hamilton Hill/Vale neighborhood accounted for 64% of all crimes and 84% of all violent crimes in Schenectady County (U.S. Census 2000). Given the real estate challenges we faced in Schenectady, we will locate in the former Draper High School, which is approximately 200 sq. ft. outside the SCSD. However, our target population will be the family and students living in this community. As mention in our Prospectus, we have strong support from over 300 residents and 190 + parents with student from this neighborhood.

Academic Risk Factors: Several social and behavioral risk factors impede our target population’s educational progress in school (Northeast Parent and Child Society, 2010). Among these factors are:

- Many families of students in our target population are severely at risk and struggle with tragic histories of abuse, neglect, academic failure, and dysfunctional behaviors.
- Most are at risk of placement outside the home due to alcohol/substance abuse, inadequate parenting, and chronic truancy.
- More than one-half of the youth live in single parent/caretaker households.
- All youth lack strong positive role models and are identified as having a significant behavioral and/or mental health diagnosis.
- All youth have poor problem-solving skills, social skills, and coping skills.
- Many youth are identified as educationally handicapped by their public school district with a multiple-year history of school failure, truancy and behavioral problems.

Our target population is also at risk of involvement (or further involvement) in the juvenile justice system, as well as at risk of dependence on the human service/social service system. They are at risk of gang-related violence and of eventually being impacted by a highly prevalent suicide contagion.¹⁵ As they become older and encounter increasing school failure, they or their older siblings are at risk for engaging in criminal activities, substance abuse, running away, dropping out of school, teenage pregnancy and/or self-destructive behaviors. Eventually they develop histories of truancy, multiple suspensions, and educational attainment below age appropriate levels, Persons In Need of Supervision (PINS) or PINS-like behaviors. We will work closely with our community partners (i.e.

¹⁵ “Schenectady Student’s Suicide is Fourth Since November,” *Daily Gazette*, 4 April 2009, http://www.dailygazette.com/news/2009/apr/04/0404_suicide/

the Northeast Parent and Child Society and Community Father's) to attract these families to our school.

Proposed Mission, Curriculum, Teaching Methods and Services Will Meet the Needs of the Target Population:

The Eximius mission directly speaks to “preparing the economically disadvantaged and culturally diverse students”, our target population.

Our choice to relentlessly organize around one thing, **helping students learn a great deal**, will ensure that Eximius’ curriculum, teaching methods and services provided will meet the needs of our target population. We will accomplish this by executing a rigorous, standards-based academic program that excites and motivates students to thrive in a dynamic, fast-paced 21st Century economy. Students are more engaged and excel in the classroom when they learn-by-doing. Our teachers will be trained in *active pedagogy*, Understanding by Design (UbD) curriculum development and assessment-guided instructional design to foster student engagement.¹⁶ We will create a learning environment that goes beyond content, fosters inquiry, sets high expectations, integrates core disciplines, and cultivates the kinds of “portable skills” relevant to the world around them to ensure authentic learning occurs. Our academic model will meet the needs of the children of Schenectady.

In addition, through the ongoing analysis of data, we will constantly be modifying our curriculum and *differentiating instruction* to meet the needs of our targeted population. Our students will receive repeated assessments to measure achievement to determine if curricula are resulting in student progress or grade level standards. We will use this data to inform our intervention plans as well.

We will execute a **Comprehensive System of Learning Supports (CSLS)** to ensure that we meet the needs of our target population. Our strategy is to create a comprehensive system of learning supports to get the conditions right for learning to occur for our target population. We must address both academic and non-academic barriers to learning. To do so requires a focus on family renewal and supports. Under the leadership of our School Counselor and the CSI Team, we will establish the Eximius Family Resource Center, (See Attachment 24) create a Parent Advisory Council, and organize parent focused activities (i.e. Development Workshops, Family Weekends/Retreats/Fun Day). The parent personal development meetings will be monthly and mandatory. The topics will be developed in concert with our parents, but will include such topics as financial literacy and household budgeting, nutrition, test taking skills for State Civil Service Exams, English Lessons for Adults, and Early Childhood literacy to name a few. Our primary goal is the academic and personal growth of Eximius students, but our experience has taught us that all constituents – students, teachers and parents – must strive for personal growth in order for optimal learning, academic achievement and healthy development of Eximius students to occur. We will create MOU’s with community-based organizations (i.e. Parsons Child and Family Center, etc.) to provide many of the programs and services we identify as needed for our families.

We will use looping to create an educational environment which fosters a continuity of care¹⁷ within our community, trust and bonding between students and teacher, as well as, families and teacher. The benefits of having our teachers progress with their students for a two year looping cycle are numerous: (1) save an extra month of teaching/learning during the second year of the loop; (2) children build relationships essential to learning and aids social skills development, reduces transition anxiety, improves

¹⁶ Kaye M. Martin, “Using Backward Design to Help Pre-service Teachers Develop Curriculum,” *Journal of the Georgia Association of Teacher Educators* Volume XX Number 1 (Fall 2010): 36-43.

¹⁷ Peter J. Cistone and Aleksandr Shneyderman, “Looping: An Empirical Evaluation,” *International Journal of Educational Policy, Research & Practice*, Volume 5, No. 1 (Spring 2004): 47-61.

confidence; and (3) teacher gains in-depth knowledge about their students' academic strengths and weaknesses, personalities and learning style and is able to differentiate lessons accordingly. Research has shown that looping has a positive effect on academic performance, attendance and retention. Because many of our target population experience constant change in their lives (i.e. residence, family structure, economic status, single parents or two parents working multiple jobs) our children will benefit significantly from the stability, continuity, bonding and trust established between the student, family and teacher.

We will provide **single gender classrooms** to improve academic performance of urban males in literacy and the math and science achievement of females, while reducing overall distractions which will also meet the needs of our target population (Wesley-Sharpe, 2002). Although the research is mixed, some studies suggest low-income children in urban schools learn better when separated from the opposite sex. Eximius will operate in accordance with the regulations provided by the U.S. Department of Education in 2006.

D. ASSESSMENT

Using Assessment Data to Drive Key Decisions:

Eximius will support a data-driven instructional program in which faculty and administrators work together to analyze student assessment data, identify student needs and create differentiated instructional strategies to address them. Ongoing assessments and the analysis and use of assessment data will be a key. Through professional development, use of appropriate technologies and ongoing analysis of and communication about student assessment data, the school will systematically and effectively identify the needs of individual students, including students at risk for academic failure, and establish appropriate instructional protocols and interventions to address them.

We will use a multi-tiered approach to student assessment. In addition to traditional classroom assessment measures and other performance evaluations as referenced below, we will use several other assessment tools to evaluate the progress of our students. These tools will include grade-specific New York State Assessments, Terra Nova Assessments, internally-created interim assessments, standards aligned final exams. Internally created and state assessments and other data will inform instruction. From this data, the faculty will create lesson plans that are responsive to the student's needs. Tests that accompany our curricular choices (i.e. Saxon Math and FOSS) all help the faculty to identify instructional areas that may need additional attention. When a group of students has mastered a unit and another group is struggling with the information, the faculty can generate or create supplemental materials that would support student understanding.

Plan for Measuring and Reporting the Educational Performance of our Students:

We believe in the data-driven instructional philosophy that schools should constantly focus on one simple question - are our students learning? Assessment is the first core principle of data-driven instruction and when properly applied are among the most powerful drivers of academic success. We will build data-driven instructional practices into our culture. We will accomplish this by:

- a. Creating our annual Assessment Calendar;
- b. Carving out time for assessment, analysis and action;
- c. Strict adherence to the same standards and assessments for all students (by grade level & content area); and
- d. Teacher collaboration on data analysis, professional development, strategies for re-teaching and improving student learning.

Eximius will use a variety of high-quality assessments to measure understanding and critical application of concepts by executing the assessment tools, timelines, and actions as laid out in Attachment 25.¹⁸

Eximius students will be required to meet all of the New York State Learning and Performance Standards. New York State Assessments in English Language Arts and Mathematics will be administered in grades 3-5. The New York State Science Test will be administered in grade 4. The timing and administration of these exams shall be the same as that dictated by the New York State Education Department for public elementary schools. This information, while helping to determine the overall efficacy of Eximius' curriculum and instructional design, will also provide information that we can provide to the Board of Trustees as a dashboard indicator of program alignment with the New York State learning standards and Common Core Standards.

It is our goal to make Adequate Yearly Progress (AYP) in ELA and math for all sub-groups of students in the school. Our internally created benchmark assessment, which guides instructional pacing, will be modeled after the state tests. The results of state assessments from the previous year (in the case of the first-year data collected from the student's feeder school) will be used to determine which standards need more teaching time, different instructional methods or resources for the same grade level. For students moving to the next grade level, we will modify our curriculum for the year during the summer staff orientation to include standards on which the students were less successful.

We will administer the Terra Nova CAT 3 in a fall 2012 and fall 2013 sequence, in light of the State exams being held in the spring. We do this to establish a baseline performance, starting points from which to measure our student's growth annually in the fall. This nationally normed test affords us the opportunity to see how our students perform against their peers nationally. We will use these results in concert with the formative assessment to analyze the strengths and weaknesses of our students' achievement in each content area, plan for further instruction, curriculum development, and to report the progress to the parents/guardians. This will help us to measure the overall efficacy of our educational program.

Each newly registered student (all Kindergarten, first grade in opening year) will be administered a battery of assessments to determine their proficiency with respect to vocabulary, decoding and comprehension and to pinpoint literacy deficits. We are considering the AIMSweb, Dial3 or Diebles assessments to measure vocabulary and reading ability. They will provide the school with a baseline to determine placement for students in ELA and remediation needs.

In addition and subsequent to the lottery, either during the home visit period or during summer orientation, students will be administered the Language Assessment Battery R to help assess LEP status. This will help us to determine the support and remediation needed for our ELL students.

In addition to evaluating student achievement, our planning team is presently in the process of developing a comprehensive assessment program that also evaluates, teacher effectiveness, the work of the administrators, the school's financial integrity, the community partners, and the functioning of the Board.

The Board of Trustees will have an Education and Accountability Committee. This committee will monitor the academic outcomes as measured by state, nationally normed, and internally created benchmark assessments. The Charter School Director will prepare monthly reports for the Board of

¹⁸ Paul Bambrick-Santoyo, *Driven By Data: A Practical Guide to Improve Instruction* (California: Jossey-Bass, 2010),

Trustees regarding student academic performance. The school will track this data in a dashboard format. The Committee will monitor student performance and work closely with school leadership to ensure that adequate resources are in place and effective decision-making occurs to support strong and measurable student achievement.

Evaluating Progress: Specific goals for Student Achievement

- ELA
Absolute Goal: Each year, 75% of 3rd to 5th graders who are enrolled at Eximius will perform at or above Level 3 of the New York State ELA examination.
Comparative Goal: Each year, the percentage of all students tested in 3rd to 5th grades performing at or above Level 3 on the New York State ELA examination will be greater than that of students tested in the same grade in the Schenectady City School District.
Value-Added Goal: Each year, at each grade level cohort of students will be reduced by one-half the gap between the percentage at or above Level 3 on the previous year’s state ELA exam.
- Math
Absolute Goal: Each year 75% of 3rd to 5th graders who are enrolled at Eximius will perform at or above Level 3 on the New York State mathematics examination.
Comparative Goal: Each year, the percentage of all students tested in 3rd to 5th grades performing at or above Level 3 on the New York State math exam will be greater than that of students tested in the same grade in the Schenectady City School District.
Value-Added Goal: Each year, at each grade level cohort of students will reduce by one-half the gap between the percentage at or above Level 3 on the previous year’s state math exam.
- Science
Absolute Goal: Each year, 75% of 4th graders will perform at or above Level 3 on the New York State science examination.
Comparative Goal: Each year in each tested grade, the percentage of students performing at or above Level 3 on the state science exam will be greater than that of students in the Schenectady City School District.

Instructional Support for Assessment:

The Director of Curriculum and Instruction (DCI) assists and supports teachers in developing real time data to inform their everyday lessons. When school-wide benchmarks are distributed, the DCI along with the Charter School Director (CD) reports that data to teachers at the next PLC meeting following the test. As the DCI is the expert on data and instruction, he/she will disaggregate the data, analyze and summarize trends, alter pacing of instruction for teachers and offer direction on instructional strategies that will help the teachers attain our desired level of success. The DCI will be assisted by the Data Accountability Coordinator in a consulting capacity in year one and two and brought on full time in year 3. Teachers are also encouraged to administer their own qualitative assessment. Additional data, such as homework logs, quiz results and seating charts that influence academic progress will also inform the development of academic and organizational strategies.

E. SCHOOL CLIMATE AND DISCIPLINE

How does the Eximius Classroom Behavior System operate?

Eximius’ focus is to provide consistent high behavior expectations. To do so, EACH classroom at Eximius is to use a “common classroom behavior system”. Eximius’ philosophy is that every student is capable of behaving appropriately if taught and encouraged with positive praise and reinforcement. For the first two weeks of the school year, the Eximius Classroom Behavior System (CBS) is taught to each student. For two weeks in the summer the CBS is taught to new teachers and re-taught to returning teachers.

All adults in the school are trained to “expect” students to think before they act and listen attentively when being redirected. Their system is rooted in three simple rules: (1) Follow all directions, the first time they are given; (2) Stay in your seat at all times, unless you have permission to move; (3) Raise your hand to speak, and wait to be called on. The students are also taught to be respectful of all people and property.

Eximius has a system which teaches their student that every good choice has a good consequence and every poor choice has a poor consequence. The focus of the system is to demonstrate to the child that they are in control of their actions and by consistently addressing poor choices with logical and natural consequences, this will change the behavior of the child.

There are two methods for tracking the student behavior: (1) “Strive for Five”; and “Sour for Four”. “Strive for Five” is applied to the Kindergarten students, only. In each K classroom, children will have their names on a pocket card with five numbers in the pocket. The cards will be turned to a lower number when a child makes a poor choice. A similar process is followed for students in 1st through 4th grades. The sequence of consequence is as follows:

- 5: Student has been making good choices and is recognized.
- 4: Student has made a poor choice = 2nd Verbal Warning.
- 3: Student has made another poor choice = Time out for 5 minutes.
- 2: Student has made another poor choice = Time out for 5 minutes and parent contact.
- 1: The student continues to make poor choices = loss of special privileges for 5 minutes.
- 0: The student who is disruptive to the classroom environment and is being sent to conference with the principal. A parent is contacted at this point and a summary of the student’s day will be written on the student’s S.T.A.R Report (daily behavior report).

The Eximius Classroom Behavior System has a STAR JAR and STAR Bucks. The STAR Jar is a positive reinforcement tool used to encourage students to make good choices. Stars are given out by teachers, administrators or guests to students making good choices. The teachers may also choose to draw names from the jar at the end of the week and award prizes. Once a student earns a star it can’t be taken away from them.

STAR Bucks System is Eximius internal currency. STAR Bucks are awarded to students by the principal and other non-classroom personnel when they “catch” a student doing the right thing in class, hallway, cafeteria, etc. (acts of kindness, helpfulness, making good choices and exhibiting leadership). The students who are named Stars of the Week earn five Star Bucks which can be used to purchase goods from the Eximius store. The teacher saves the Star Bucks for the students until it time to go to the school store. This is essentially their Classroom Behavior System.

Evidence That Eximius Will Ensure a Safe Environment: Code of Conduct

Despite this primary prevention we will institute through our CSLS, there are clearly realities which impact youth in the Schenectady community on a daily basis and behaviors might reflect these realities. When a student does not meet behavioral expectations and an infraction of the school’s Code of Conduct has occurred, clear and consistent disciplinary action will ensue. Below is a brief overview of the Eximius Discipline Procedure.

Discipline Procedures: Warning or verbal reminder of expected behavior. In the classroom, teachers will use a variety of subtle cues and low-level interventions (eye contact, body language, whispering reminders, and signs or symbols) to correct poor behavior. If these cues do not work, any of the following steps may be taken:

- Card Change: Student’s card on the behavior chart will be changed to a lower number.
- Time Out: The student goes to a designated area of the classroom and sits or stands quietly for a predetermined period of time (ex. 1 minute per age of student). The student returns to the group only after the teacher is satisfied that the student is ready.

- Referral to Behavior Intervention Room: In serious cases, students may be escorted to the In-School Suspension/Time-Out room. The Behavior Intervention Specialist conferences with the student and a call will be placed to the parent. A referral form will be sent home describing the incident for the parent to sign. A reflection assignment and/or classroom work will be assigned the student.
- Lunch Detention or Loss of Privilege: Teacher or Administrative detentions will be issued during lunch, recess or other specified times for students who behave inappropriately.
- Writing Assignments: Teachers/Administrators will assign reflective assignments related to the behavior for students to complete during time-out, lunch, recess detention, classroom removals or for homework. These assignments are designed to have the students make reparation for their actions and remind them of the importance of making good choices.
- In-School Detention: Student will spend the day in the office doing reflective activities related to the behavior. In-school detentions will be issued for students who are sent to the office for disciplinary reasons twice in a day or three times in a week.
- Out-of-School Suspension: Student will be sent home for a period not to exceed five (5) days depending upon the violation.

Discipline Provision for Students with Disabilities

Occasionally, it will be necessary to suspend or remove students with disabilities from the academic environment to preserve the integrity or safety of the academic environment. Eximius recognize that the mandated procedural safeguards based on the Individual with Disabilities Education Act (IDEA), Section 504 and state legislation require additional proceedings. When a student is suspended for more than 10 days a Manifestation Determination hearing will follow. We will rigidly adhere to all laws to ensure due process.

I. ORGANIZATIONAL PLAN

A. GOVERNING BODY

Proposed Structure of the School Board:

Eximius Academy Charter School will be governed by a Board of Trustees consisting of five (5) to eleven (11) members. To formalize how governance is executed and to ensure consistent oversight of the school, the Board will adhere closely to the terms of the charter and the mandates of the Bylaws. Consistent with those Bylaws we will select officers who will hold specific responsibilities essential to maintaining a lawfully compliant, academically strong, and fiscally sound school.

Key Roles and Responsibilities of Board Members:

New York Charter Law, as amended, is clear that a charter school Board has “final authority for policy and operational decisions of the school.” The Board is responsible for:

- Hiring (negotiating and approving contracts and renewal), evaluating and releasing the Charter School Director (CD).
- Providing support to the selected CD.
- Overseeing the educational program and ensuring the school meets its academic goals consistent with the charter and accountability plan.
- Providing financial stewardship and ensuring that the school is fiscally sound and that resources are mission-aligned.
- Ensuring that the school is operationally sound.
- Regulatory compliance, including reporting requirements.
- Maintaining excellent relations with the school’s local community and promoting the interests of the school.
- Monitor and routinely evaluate the role of the school’s partner, Eximius Education Foundation, and Schenectady County Community College, along with other strategic partners that have a Memorandum of Understanding (MOU) with Eximius.
- Ensuring the effectiveness of the Board in carrying out its responsibilities.
- Recruit and orient new Board members.

How the Board Will Fulfill its Governance Responsibilities:

Eximius' Board will use data to continuously assess the school's academic and fiscal health, its alignment with its charter and its regulatory compliance. This evaluation will be based upon accountability goals encompassed in the charter application, a review of financial reports and academic assessment data. The Board will develop a dashboard style system to monitor key metrics. Board development and training for new Board members will occur prior to the launch of the school, and will be ongoing thereafter.

The Board will meet twelve (12) times annually including a scheduled retreat, to discuss the academic, fiscal and organizational status of Eximius. At each meeting, the Board will review reports prepared by the CD to ensure that the school is on the path to meeting or exceeding the goals set forth in the accountability plan. The Board will ensure that the CD follows all legal guidelines or creates and executes a corrective action plan in a timely manner. The Board will review audit findings and take any corrective action if needed.

The Board will maintain three standing committees: Executive (chaired by the Board Chair), Finance (chaired by the Treasurer), Education and Academic Accountability. Additional committee members will be appointed by the Chair.

- Executive Committee: Sets policy agenda for the full Board of Trustees. Requires five members including Board Chair, Vice Chair, Treasurer, Secretary, and one other Board member.
- Education and Academic Accountability Committee: Monitors the overall academic performance of the school. Reviews assessment data, works with school staff to present academic data to the Board. Monitors progress toward meeting interim and five year charter goals.
- Finance Committee: Oversees current and long-term financial position; works with school staff to review financial data and reports back to the committee of the whole. Recommends external auditor each year.

The Board will maintain two advisory groups: Governance and Development. Additional Advisory Group members will be appointed by the Chair.

- Governance Advisory Group: Responsible for evaluating and developing the Board. Recruits and trains Trustees, performs annual self-assessment, provides new Trustee orientation.
- Development Advisory Group: Executes fundraising objectives; develops strategies for outreach to the school's broader community – alumni, neighborhood residents, education and business communities and others.

Public notice of all Board meetings shall be given in accordance with the requirements of Article 7 of the Public Officers Law. Meetings will be held at the school. We will post the meeting schedule prominently in the school and on the school's website. Local news media including public access television, radio and newspapers will be provided notice of all meetings. Meetings of the Board are subject to the provisions of the Open Meetings Law.

Job Description for Board of Trustees:

- Attend 80% of the regular meetings of the charter school planning team, which are approximately two hours in duration. The planning team meets at least monthly. Be accessible for personal contact, and committee meetings in between planning team meetings.
- Provide leadership to committees and advisory groups. Each Board member is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Present committees include Executive, Education and Academic Accountability, and Finance.
- Commit time to developing financial resources for the charter school. This includes making a personally meaningful financial gift or supporting other fund development activities of the charter school in a manner appropriate for Board members.

- Responsibly review and act upon committee recommendations brought to the Board for action.
- Prepare in advance for decision-making and policy formation at Board meetings and take responsibility for self-education on the major issues before the Board.
- Participate in the annual planning team member self-review process, development and planning retreat usually held in the summer of each year.
- In general, utilize personal and professional skills, relationships and knowledge for the advancement of the charter school.
- Serve as ambassadors for the school identifying at least 2 supporters and introducing them to the school.
- Be available for 10-20 hours per month to support the implementation of the charter and provide support and oversight.

Engaging Parents in the Governance and Life of the School

As part of our Comprehensive System of Learning Supports an improvement priority is Parents/Family Engagement and Support and critical to getting the conditions right for learning to occur. Eximius will engage the parent/families by developing meaningful roles for parents as co-teachers, co-leaders and co-workers. This will allow us to create positive relations and connect with parents in a variety of ways. As **co-teachers** the parents are the first and most important educators of our students. The support parents provide our student's learning at home will have a great impact on overall achievement (Ho & Willms, 1996; Marxano, 2003). Parents essentially serve as co-teachers, communicating important messages to their children about the value of education. As our partner, parents can ask about their children's school day, help them with their homework, monitor school performance and behavior, value education, read aloud to their children, attend parent/teacher conference and provide resources and supplies in support of school assignments.

Trustees will consider family perspective and input in formulating school policy. Board meetings will be well-publicized in compliance with Open Meetings Law. Families will always be afforded the opportunity to request time on the Board's agenda. As deemed necessary by the Board Chair or a Committee Chair, family members will be asked to serve in an advisory, non-voting role on sub-committee and task forces.

We will gauge family satisfaction through annual written family surveys. In addition to gauging familial satisfaction with the school and identifying strategic areas of improvement, surveys will be used to gather parent input on important issues of school administration and governance. Survey results will be carefully reviewed by school leadership, and the Charter School Director will report the results to the Board. A detailed analysis of results will be published in the school's annual report, and will inform future agendas for Board meetings.

B. FOUNDING BOARD COMPOSITION

The proposed Board members have backgrounds in education, finance, grant writing, human resource management, organizational design and evaluation, program evaluation, data analysis and real estate.

Capacity to Found and Sustain a Quality School:

The experiences and expertise of our founding Board includes:

- Karim Adeen-Hasan: Is the lead applicant, a resident of Schenectady with strong ties to the community. Mr. Adeen-Hasan serves on many community Boards and has a strong commitment to improve the lives of his community neighbors. Specifically, Mr. Adeen-Hasan chairs the Hamilton Hill Arts Center Board and is a founding member, Board President of Community Father's, Inc., Schenectady County Human Rights Commission, and SUNY College and Career Counseling Center at Schenectady. Mr. Adeen-Hasan currently serves as the Chief Diversity and EEO Officer managing day-to-day operations for diversity and affirmative action for the NYS Office of General Services. In this capacity he reviews,

evaluates and resolves internal and external complaints of discrimination, sexual harassment and employee misconduct. Mr. Adeen-Hasan has exceptional human relations skills and over 20 years experience in administration, human resources, and management providing fiscal, strategic and operational leadership. Mr. Adeen-Hasan is a proposed Board member.

- Councilman Joseph Allen: Is a lifelong resident of Schenectady and has been on the City Council for 15 years. Councilman Allen is currently a Board member of the Minority Contractors Technical Assistance Program. He has devoted a countless number of hours volunteering on various neighborhood organizations focused on improving the lives of Schenectady residents. They include a few of the following: former President of the Schenectady NAACP, President of the Schenectady Hamilton Hill Neighborhood Association; Mayor's Hamilton Hill Task Force; Chair of Youth Advisory Board at the Carver Community Center; and Trustee Board, Duryee Memorial AME Zion Church.
- Dr. Peter F. Stoll: Is the Chief Compliance Officer and Vice President of Quality Assurance and Strategic Initiatives of Northeast Parent and Child Society (NPCS), an organization that has an excellent reputation and deep roots in the City of Schenectady. NPCS has provided services to homeless children for over 120 years. Their mission is to protect children, preserve families, and strengthen the communities we serve. In his capacity, Dr. Stoll has an exemplary reputation and substantial leadership experience in technology, education, media development, program design, project management, finance, sales, and planning. A signature program he created while at NPCS is 'YouthBuild', a 12-month program that helps young adults (ages 18-24) earn a GED from SCCC, while getting paid to build affordable housing. Currently Dr. Stoll serves on the Board of the Brighter Choice Foundation and holds a Ph.D. in Foundations of Education (Sociology and Psychology) and a Masters Degree in Educational Communications from the University at Albany.
- Kim Guy-Jonas: Brings exemplary experience as an English teacher of 24 years, is a licensed School District Administrator and adjunct professor at SUNYA. As an AIS instructor she has helped to design and implement an intensive reading, writing and research-based ELA course for grades 7-10. In addition, she develops standards based reading, writing and listening activities, interdisciplinary Units for Slavery and Colonialism and Interdisciplinary Writing Guidelines, and has an excellent reputation for her creative lesson plans.
- Wesley Holloway: Mr. Holloway brings an exemplary reputation and years of community and philanthropic involvement. Mr. Holloway earned his Bachelor's in Economics from Prairie View A & M College. His ambition to work in the business world collided with the realities of segregation in the South and after passing a pre-employment statistics test, was awarded a position in Connecticut doing Statistical Cancer Research. In 1964, he was recruited by IBM, held several management positions throughout the U.S. and move to Albany in 1988 to Lobby the New York State Legislature for IBM. Wes retired from IBM in 1992 and joined Price Chopper in 1994 to stimulate their diversity initiatives and direct corporate support to underserved communities. He was elevated to Vice-President of Diversity in 2005 and is very active with urban organizations, programs and projects. Wes also serves on several boards and became a Schenectady County Human Rights Commissioner in 2006.
- Reneta Robinson: Currently Ms. Robinson deliver a wide range of quantitative and qualitative analysis to determine costs and maximize revenue in support of a State agency's programs and activities. She brings strong data analysis skills, holds a Masters in Public Administration from Long Island University, is a licensed Realtor and holds a management certificate from Cornell University. Ms. Robinson also has experience in providing case management services to persistently mentally ill children, investigations into child abuse.
- Elizabeth Simmons: Brings deep knowledge as a retired elementary school teacher of 25 years. Ms Simmons is a Co-Founder and of the Marcus Mosiah Garvey Institute and Teaching Academy. Currently she teaches etiquette and jewelry making to middle school girls. In addition Ms. Simmons brings a wealth of an experience as a school Board Treasurer/Secretary.

- James J. Celestine, Jr.: Brings a wealth of knowledge in the field of finance, analyzing the financial reports of various non-profit organizations utilizing fund accounting principles and ratio tests, Portfolio manager and trader for the NYSCRF's \$35 billion S&P 500 and \$800 million S&P Small Cap funds as Senior Investment Officer for NYS, and holds a Masters in Economics from SUNYA.

Founding Team and Prospective Staff

- Pamela Y. Swanigan: Mrs. Swanigan is the lead founder of Eximius Education Foundation and Eximius Academy Charter School and has assembled a strong coalition of educators and community leaders to create a new charter school in Schenectady. Having graduated from an inner city urban high school, she is the first in her family to attend college and recognize the many challenges confronting the poor and minority when seeking quality education. She has a strong commitment as an education advocate for families seeking an education alternative. She began her effort in the late 1980's by founding and writing grants to secure funding for a non-for-profit afterschool program providing reading and math tutoring and cultural enrichment for "latch-key" children from the School 2 neighborhood in Troy. She has a strong background and twenty-five years of experience in organizational design, program development, and as an educator. In addition, she has experience as a campaign manager for candidates seeking to run for local school boards. A former 7-12 Social Studies teacher, she has earned a B.A. in Urban and Metropolitan Studies from Michigan State University with a major in Public Finance and Community Development; a Masters in Public Administration from Syracuse University, again focusing of State and Local Government Finance; a Certificate of Management from Cornell University under the NYS Public Management Institute and anticipates receiving her Advanced Graduate Certificate in School Building Leadership, spring 2011 and a MA in Education Administration in fall 2011. Mrs. Swanigan is our prospective Charter School Director.
- Lori A. Veshia: Mrs. Veshia brings over ten years of excellent experience in area private, non-for-profit and education finance and management. Currently she is the Director of Finance and Administration at the Albany Institute of History and Art where she maintains a budget of 2.1 million and monitors the expenditures and fiscal reporting of multiple grants. She has a wealth of expertise in creating and maintaining multi-million dollar education and grant budgets and their corresponding compliance reporting requirements. Mrs. Veshia also has a deep understanding of the Charter school environment. As a former Charter school business manager she created and managed a 7.8 million budget per NYS Charter school guidelines, conducted contract negotiations with outside vendors for transportation, food service, facilities maintenance and supplies; completed all state-required paperwork for Free/Reduced Price Lunch subsidies and prepared monthly financial reports for board meetings. In addition, Mrs. Veshia managed payroll and human resource responsibilities for over 80 employees, including tracking teacher certification requirements and insurance and legal claims. Mrs. Veshia is our prospective Director of Finance and Operations.

Founding Team and Prospective Special Projects Volunteers

- Mrs. Ifracak Singh, a Schenectady parent and home owner, Shing Sun Chiu and Asia Peek have been with our effort from the beginning and will continue to devote their time and unique skills developing the new charter school in a volunteer capacity. They will work on special assignments as needed to assist in the pre-operational phase of our start-up. Their first assignment will be in the area of continued community outreach and public relations. We have included their resumes.

C. **MANAGEMENT OPERATIONS**

Roles and Responsibilities for Administering the Day-to-Day Activities of the School:

The mission of Eximius drives all aspects of our organization. All faculty, staff and members of the Board of Trustees must fully align with the mission when making decisions for our students and the school.

- **Board of Trustees:** Determines and upholds the school’s mission and vision. The Board is responsible for hiring, setting compensation and evaluating the Charter School Director. In addition, the Board is responsible for ensuring the effective organizational planning and resource allocation, as well as monitoring the school’s programs and services according to the terms set forth in the charter.
- **Charter School Director (the “CD”):** Will report directly to the Board and will ensure they succeed in achieving its mission and accomplishing its goals. The CD manages the DCI, DFO and makes final decisions about, but not limited to, hiring, budgeting, overseeing daily operations, resource allocation, and maintaining the safety, instructional effectiveness and cultural integrity of the school. The CD, in collaboration with the DCI, plans and implements professional development for the teachers, School Counselor and Behavior Intervention Specialist.
- **Director of Curriculum and Instruction (the “DCI”):** Supports the mission, the Charter School Director, the instructional staff and serves as a liaison for communications between the staff and the CD. The DCI is responsible for implementing and managing instruction, curriculum design and assessment. The DCI will also have supervisory responsibilities for any additional instructional or support staff that the school may choose to hire, such as Teaching Assistants, AIS Reading and Math Specialist, ESL Teacher/Coordinator, and Special Education Teacher/Coordinator. The DCI will oversee the collaboration between the lead teachers and the Media Specialist/Extended Day Coordinator to ensure the tutorial segment is aligned with the school curriculum and specific academic remediation or enrichment needs of the student.
- **Director of Finance and Operations (DFO):** Will report directly to the Charter School Director, but will have regular contact with the Board, particularly the Finance Committee. The Director of Finance and Operations will be responsible for the non-instructional operations of the school. The DFO will supervise the management of student records and the maintenance of student academic performance information, personal contact and emergency information, and parental consent documents. The DFO also manages and tracks student attendance and tardiness.
- **Data and Accountability Coordinator (DAC):** Will report directly to the DCI and will have a significant responsibility to provide teachers and school leaders with real-time information on student performance to ensure dramatic gains in student achievement. After researching and selecting appropriate assessments, in collaboration with team leaders and DCI prepares an assessment schedule. In addition to giving school leaders and teachers basic student results, he/she also conducts extensive analysis to look for significant differences between genders, races, and special education students. This position will also develop other survey instruments and conduct research and data analysis to assist the School Counselor in conducting a gap assessment of community services and needs of our family and students to identify improvement priorities of the school and address the non-academic barriers to learning. Working with teachers, school leaders, and the Care Team, Instructional Support Team and School Improvement Team, he/she uses assessment data to systematize best practices in teaching and to strategize new methods of instruction that will lead to stronger student performance and increased student achievement. He/she also designs database solutions to accommodate the data needs for a large pool of teachers and school leaders at multiple schools. This position will be part time in year 2 and the responsibility will be undertaken by the CD and DCI in year 1 and year 2. We will hire a DAC full time in year 3.
- **School Counselor:** One of their primary responsibilities is to supervise and maintain the non-academic improvement priorities within the Comprehensive System of Learning Support (CSLS).

The School Counselor will also assist the students in developing behaviors consistent with the school's core values. In addition, in collaboration with the BIS, they are responsible for contact with, and feedback to, parents in moderating problem behaviors. The School Counselor will coordinate the Care Team which works with the student, parents and teachers to identify non-academic barriers to student learning and coordinates services in the community to provide necessary supports to both the student and their family. The School Counselor will also assist the Data and Accountability Coordinator in conducting a gap analysis and in building a coalition of strategic community partners to assist the student, family and mission of the school. In addition, the School Counselor in collaboration with the Media Specialist/Extended Day Coordinator develops the after school program and identifies community based organizations to partner with Eximius to deliver after school programs.

- **Behavior Intervention Specialist (BIS):** Supports the students, parents and school staff by collaborating in the remediation of social, behavioral and emotional concerns which impair a student's educational progress. The BIS will facilitate and/or provide training and consultation for staff in positive behavior support structures for individual students, classrooms and the school community. Additional responsibilities include managing our In-School Suspension Room and Timeout Room, collect and maintain student incident referral data system required for analysis by Data and Accountability Coordinator in implementing our RtI system.
- **Administrative Assistant/Grant Writer:** Facilitates office operations and gathers/input essential data, monitors attendance practices and serves as initial point of contact for those entering the school in years one and two. After which, they will assist in securing grant funding, assist in managing all media relations and press outreach, manage the Eximius annual fundraising event, student recruitment, press relations, marketing, branding and external communications.
- **Bookkeeper:** Is a part-time position starting in year three. They will assist the DFO in managing the financial records of the school including all aspects of payroll, procurement, bank reconciliations, deposits, transfers, financial reimbursement procedures and bill paying.
- **Nurse:** Will oversee health services, administer hearing/vision exams, track all required immunizations and physical exams, maintain student health records, and make referrals when a student requires more than routine health services can provide.
- **Instructional Staff:** Includes the teachers, teacher assistants, SPED and ELL coordinators. Will work directly with our students to develop their academic skills and character. The instructional staff is responsible for conducting ongoing assessments of students' needs and developing standards-based lessons and field projects to meet those needs through classroom instruction and the extended learning opportunities in the afterschool programs. In addition, they are directly responsible for instruction and for reasonable feedback to parents on academic progress. They collaborate with peers on curriculum development and lesson planning to maximize opportunities for connecting curricula and concepts. All teachers will have a complete understanding of curricular goals and objectives.
- **Special Education Teacher/Coordinator:** Will provide instruction and academic setting to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners, and serves as direct contact to Committees on Special Education (CSE).
- **English as a Second Language Teacher/Coordinator:** Will provide instruction and academic setting to meet the needs of students who are English Language Learners. The ESL Teacher/Coordinator will administer the Home Language Survey to any student for whom home language is indicated as other than English.

D. STAFFING AND HUMAN RESOURCES

Staffing Plan for the Term of the Charter:

We believe the following staffing structure is aligned with the budget, enrollment and mission. This staffing structure takes into account the growing needs of the school from a pedagogical perspective.

We focus on ensuring that we build a strong program for Special Education and English Language learners. We also account for the increase in revenue sources in later years.

Staffing Plan	Start Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
Charter School Director	.5	1	1	1	1	1
Director of Curriculum and Instruction	.5	1	1	1	1	1
Director of Finance and Operations	.5	1	1	1	1	1
Data Accountability Coordinator		.25	.25	1	1	1
Administrative Assistant/Grant Writer		1	1	1	1	1
Registrar		1	1	1	1	1
Receptionist		1	1	1	1	1
Bookkeeper		0	0	.5	.5	.5
Lead Teachers		8	12	16	20	24
Teacher Assistants		8	12	16	20	24
Special Education Teacher/Coordinator		1	1	2	2	2
AIS Coordinator/Reading Specialist		1	1	1	1	1
AIS Coordinator/Math Specialist		.5	1	1	1	1
ESL/LEP Coordinator		1	1	1	1	1
School Counselor/Parent Coordinator		1	1	1	1	1
Behavior Intervention Specialist		1	1	1	1	1
Media Specialist/Extended Day Coordinator		.5	.5	1	1	1
Music Teacher		.5	.5	1	1	1
Physical Education Teacher		1	1	2	2	2
Art Teacher		.5	.5	1	1	1
Nurse		1	1	1	1	1
Custodian		1	1	1	1	1
Total	1.5	32.75	40.75	53.50	61.50	69.50

Knowledge, Skills and Attributes (KSA's) Sought in Teacher Candidates:

Eximius will seek highly qualified candidates who will ideally have the following:

- **Knowledge:** Excellent academic credentials; varied life experience; interest in science, the arts, society and child psychology; good general knowledge; personal hobbies; continued learning experience; interest in reading; values similar to those of Eximius; love of teaching; teacher certification, and/or certification in LEP or SPED.
- **Skills:** Ability to manage groups of children, work in a team, plan and follow through, keep calm under stress, deal effectively with difficult situations and negative feedback; practical or craft skills, computer skills, organizational skills, social skills.
- **Attributes:** Warmth, flexibility, fairness, enthusiasm, intelligence, persistence, responsible, self-awareness, self-evaluation, open-mindedness, and tolerance.

How Staffing Supports the Education Program:

There will be two educators in each classroom, with one State certified teacher (eventually dual certification in STEM subject, SPED or Reading Specialist) and one assistant teacher who will have a minimum of a Bachelor's degree with plans to enroll in a Masters program in the future. The budget provides for these teachers' salaries and for assistance in pursuing further studies. In our renewal contract, we will hire an in-house substitute teacher to assist in any class where needed. There will be two full time special education teachers in year four. We will hire a school counselor/parent coordinator to take the lead in developing supports for the non-academic barriers our target population will present, and take the lead in coordinating supports through our community

partnerships. In addition, the School Counselor will supervise the Family Resource Center and the parent volunteers. Once grant funds have been secured, we will hire a parent from the neighborhood to run the Family Resource Center.

We will hire a data accountability coordinator in a consultant capacity to work closely with the DCI during year 2; the Charter School Director will undertake this responsibility in collaboration with the DCI in years one and two after which, we believe there will be enough demand and funding to warrant a full-time data analyst to work closely with the DCI and staff.

Strategies for Recruiting and Retaining Effective Teachers:

We will obtain an applicant pool with the KSA's described above, appropriately aligned to the school's mission and culture. Our recruitment efforts will take advantage of the networking resources of the Charter Director, the members of the Board of Trustees who have relationships with the teaching colleges at SUNYA and the College of Saint Rose. The school will contact alumni networks such as Teach for America and Education Fellows.

We have identified several historically black colleges with strong education programs from which we will recruit (i.e. Clark Atlanta University, Morgan State, Morehouse and Hampton University). The state of Georgia has reciprocity in New York State which makes the certification process easier for the prospective applicant.

Retention of professional staff (teachers and administrators) is an organizational goal for Eximius. Reflective of this is our strong professional development culture where exceptional opportunities for professional development and training, collegial observation and collaboration, and opportunities for professional dialogue and decision-making is routine. We will carve out three hours weekly to devote to pedagogical study, data analysis, curriculum design, instructional planning, to discuss where our students are learning, if not, why not and develop plans to address any deficits identified. By creating a professional learning community (PLC) where teachers, staff and administrators routinely collaborate, we will provide the needed supports for our staff to be effective and ensure that conditions are right for learning to occur. We will offer salaries competitive with the Schenectady City School District. In year two, we intend to provide access to the New York State Teachers Retirement System. Moreover, additional incentives provided will be teacher assistant support, small class size and partial tuition reimbursement for graduate study. Our competitive package of benefits and incentives will encourage our staff to remain at the school through the critical three year period and beyond.

Plans for Evaluation - Teachers:

As detailed in our Prospectus, the Eximius key design elements and unique features will allow us to concentrate our efforts on four major questions:

- What is it we want all students to learn – by grade level, by course and by unit of instruction?
- How will we know when each student has learned?
- How do we respond when students do not learn?
- How will we enrich and extend learning for students who are learning and are proficient?

The basis of our evaluation centers on how well all teachers, staff and administrators help us to answer these questions. Therefore, our evaluations are based upon four factors:

1. Student Achievement: The most critical responsibility of a teacher is to ensure that all students achieve one or more years of growth each year. Therefore, teacher effectiveness is hinged on the ability to show progress in student achievement. These gains in student achievement will be demonstrated by student growth on standardized state tests and inquiry-based projects. These

demonstrations of student mastery will be added to a teacher's portfolio and used to assess a teacher's score in the student achievement component of the teacher evaluation system.

- Evaluator and/or tool to be used to evaluate: Student work and other classroom artifacts, student achievement scores, and value added calculations.
2. **Instructional Performance:** A teacher must be evaluated and coached based on their performance and effectiveness in the classroom using research-based instructional techniques that are increasing the student's ability to learn and achieve. Each teacher will be explicitly trained and coached to reach success on the Eximius instructional performance rubric. Each teacher will also be evaluated using that rubric multiple times throughout the year and by the DCI and CD. This system of classroom evaluation will help maintain inter-rater reliability, as well as provide a more accurate assessment of a teacher's strengths and needs.
 - Evaluator and/or tool to be used to evaluate: DCI and CD, classroom observation and feedback from DCI and CD.
 3. **Parent/Family Engagement:** At Eximius leveraging, participating with and engaging in the community is extremely important and fundamental to Parent/Family Engagement and Support and Community Engagement improvement priority within our Comprehensive System of Learning Supports.
 - Evaluator and/or tool to be used to evaluate: Parent/Family Survey
 4. **Teacher Values and Beliefs:** Teacher attitudes and beliefs impact the student's progress and ability to learn and achieve. Teachers inform a classroom culture demonstrating that all students can learn and achieve. The culture should also be a safe, welcoming place for students to take learning risks.
 - Evaluator and/or tool to be used to evaluate: Survey Instrument TBD by DCI, CD and DAC.

All teachers will be formally evaluated on an annual basis, however, informal evaluations will take place on an ongoing basis throughout the year. While the DCI will perform classroom observations on a regular basis, the CD will conduct periodic observations throughout the year and one week of intensive observations. Teachers also will be asked to submit a self-evaluation. The CD and DCI will collaborate on evaluations based on their observations and data collected throughout the year. Instructional staff will receive targeted support and coaching from the DCI around their area of note for improvement. The outcome of this evaluation process will drive the PLC's and PD during the summer session.

Non-Certified Instructional Personnel:

The school reserves the option for employing non-certified teachers so long as they comport to the following: are exactly the kind of individual(s) we seek that are committed to doing whatever it takes to improve student academic performance; fulfill at least one of the four criteria stipulated in Education Law §2854(3)(a-I); that the total number of such teachers is equal to, but not more than, 30 percent of the teaching staff or five teachers, whichever is less; and qualify as subject-based competent pursuant to the federal No Child Left Behind Act.

Pursuant to the federal Individuals with Disabilities Education Act (IDEA), all teachers providing instruction to students with disabilities (as identified by a Committee on Special Education) will be New York State certified in special education.

Employer-Employee Relationship:

Eximius will establish a one year At-will Agreement with our teachers. This Agreement is subject to renewal based upon the teacher completing a satisfactory year end evaluation.

E. STUDENT RECRUITMENT, ENROLLMENT AND EVIDENCE OF DEMAND

Outreach and Recruitment Plan:

Eximius will do broad outreach throughout the community and also target traditionally under informed families and specific targeted populations.

Identifying and Attracting Impoverished Students: We will focus our outreach in census tracts **209, 210.02, 211.02, and 214**, and the neighborhood schools with a high FARPL rate such as King, Yates, Roosevelt, Keane and Pleasant Valley Elementary schools. The reason being that the Hamilton Hill/Vale neighborhoods and the five neighborhoods identified in the table have elementary schools with the highest percentage of students enrolled in the Free and Reduced Priced Lunch (FRPL) program and have been identified as the geographic areas in which our target population is concentrated. We will also focus on specific neighborhood schools identified with a high FRPL population: King, 79%; Yates, 76: FDR, 72%; Keane, 68% and Pleasant Valley, 67%.

We will continue to recruit by cultivating grassroots support: The Community Outreach Committee Team members will continue to text, e-mail and telephone the parents on our distribution list (approximately 300) developed last year during our petition drive and public forum. We keep in touch and update them on our application progress.

Host Small Community Meet & Greet Sessions: The Schenectady Municipal Housing Authority has agreed to assist in coordinating meet and greet informational sessions for parents living in Lincoln Heights, Schonowee Village, Ten Eyck Apartments, Steinmetz Homes and Yates Village. The President of the Schenectady United Neighborhoods has agreed to host a meet and greet for a consortium of neighborhood associations: Goose Hill Neighborhood Association, Guyanese American Association, Hamilton Hill Neighborhood Association, and Mt. Pleasant Action Coalition. In addition, our Community Outreach and Public Relations Committee has begun to cultivate relationships to ease the way in coordinating the meet and greet informational sessions with community-based and civic organizations, and religious groups such as: Iglesias De Dios, Schenectady Boys & Girls Club, Girls, Inc., Schenectady Inner City Mission, The Schenectady Father's Group, Northeast Parent and Child Society, Hamilton Hill Arts Center, Carver Community Center, the YWCA and the YMCA.

Door-to-Door Recruitment Campaign, Direct Mail Campaign Marketing and Advertising are additional strategies we will employ to reach our target population. We will utilize the contact information contain in our database of supporters for our direct mail campaign that we have been building through our grassroots efforts since our initial petition drive during the summer of 2010. This is comprised of sixteen churches, well over thirty not-for-profit organizations and over 300 residents.

Identifying and Attracting Students with Disabilities: The special education classification rate in Schenectady and relative to its neighboring communities. In Schenectady 14.9% of students are classified, 12.83%. We will also focus on specific elementary schools identified with a high SWD population: Woodlawn, 13%; Van Corlaer 12%; Lincoln 11%; Paige, 10.3% and King, 9.1%.

The planning team, Board, and staff of Eximius will actively recruit students with special needs using the following strategies:

1. *Marketing Material:* Design marketing materials highlighting the number of special education teachers on staff and the special education teacher to student ratio. Design materials describing the inclusive special education program and related services, inclusion model, and services provided by the district of residence and other providers.

2. *Open House:* Eximius will target information sessions into neighborhoods with elementary schools that have the highest concentration of students with special education classifications such as Woodlawn, Van Corlaer, Lincoln, Paige and King. Additionally team members with close ties to Northeast Parent and Child Society and Parsons Child and Family Center will coordinate information sessions for parents these organizations serve.
3. *Advocacy Group Education and Outreach:* We will distribute our brochures, flyers and applications through the Healthy Schenectady Families, Family and Children Services of Schenectady and other advocacy groups for children with special needs. It will be important to also educate the staff of these organizations on the unique supports Eximius will provide our special education students, so they in turn will pass this information along to their constituents, given their HIPPA concerns.
4. *District Outreach:* The Charter School Director and members of the Instructional Services (IS) Team will meet with any parent of special education students who express interest in learning more about how the school can meet the particular needs of their child. We will also develop relationships with special education coordinators and feeder elementary schools in the community and provide them with marketing materials to distribute to the families of their students.

Identifying and Attracting English Language Learners: We will focus our outreach in the school neighborhoods identified with the highest concentration of students enrolled with Limited English Proficiency for targeted elementary schools. We will pay particular attention to the neighborhoods feeding the Roosevelt Elementary School as they have 30% of their students that are LEP. Eximius will attract ELL students by using the strategies below.

1. *Build Trust Within the Community Through Identified Community Leaders.* We have reached out to the President of the Guyanese American Association and Reverend Carlo Caraballo of Iglesia De Dios to begin cultivating relationships with the community leaders for these main immigrant groups. Both have agreed to hold informational sessions to assist our outreach to their constituent groups in support of Eximius.
2. *Provide Marketing and Recruitment Materials in Native Language:* Eximius will ensure that its materials are understandable for all levels of reading abilities and languages. All promotional materials will be translated into Spanish, Pashto, and Chinese. Develop relationships with ELL coordinators and feeder elementary schools in the community and provide them with marketing materials to distribute to the families of their students.

For any parent that requests assistance in completing the application, the School Registrar will provide such. If translation services are required and bi-lingual staff is unavailable, translators will be hired during the admission period.

Documenting Demand:

Over the last few months, we have made strategic moves to educate the community throughout the petition process. We visited multiple community events in the city for the purpose of collecting signatures and distributing materials. We collected over 300 signatures representing more than 190 children with approximately two-thirds eligible to enroll in 2011. We have contacted all individuals who signed the petition, notifying them where Eximius Academy Charter School stood in the application process and will follow up with a letter to these families announcing the public hearing to be scheduled after March 31, 2011, and alerting them to the lottery process.

We understand the critical need for outreach to our families, parents, students and community organizations in Schenectady to ensure they have input in the planning process of opening a new school in their community. As our planning team walked through the Hamilton Hill/Vale neighborhoods, attended a prayer breakfast at the Bethel COGIC, Schenectady Community Empowerment meeting and various other community events last summer, we had an opportunity to

speak with numerous parents and families from the neighborhoods in which our target population lives. We received very positive feedback from the community; many of them voicing their support, signing our petitions, asking to help in various ways, as well as expressing their expectations of what they would like to see in a new school. In April 2011 we will continue our outreach by initiating our small meet and greets to keep our constituents apprised of our progress and continue cultivating positive relationships.

F. COMMUNITY INVOLVEMENT

Parent Involvement in Governance and Operation of School

Fundamentally we believe that Eximius must move beyond the “walls of the school” to be successful. We will do this by tapping into the rich resources available in the community in three ways: (1) Establish the Eximius Parent Advisory Council; (2) Creating Eximius Family Resource Center; and (3) Forge community collaborative to focus on our student’s success from cradle-to career.

Eximius will establish the *Eximius Parent Advisory Council (E-PAC)* upon charter approval. (Attachment 10) The E-PAC will report directly to the Charter School Director and will be composed of a group of parents and advocates that will serve in an advisory capacity to the Eximius Board of Trustees. It is organized to assist the school ensure that our “parents will be involved in education”. E-PAC is charged with generating a series of recommendations to assist the school in developing policy on the following objectives:(1) Maintain clear communicate with families and communities; (2) Enhance parenting skills of parents and care givers; (3) Develop strong on family involvement; (4) Strategies to improve school and student performance; and (5) Education policy issues.

E-PAC is further charged with providing an analysis and recommendations of each objective and developing two reports: a preliminary report, due at the completion of year one, and a final report, due at the completion of year two.

E-PAC’s recommendations and report should include the following elements:

- **Past and Present:** An analytical review of the current state of parent involvement at the local, and school-based levels, including progress and areas in need of development (This will include, but is not limited to, the Exploratory Parent Involvement Survey that was completed before the first E-PAC meeting).
- **Future:** Recommendations for meeting the above mentioned goals with an eye toward the following general questions:
 - Which established community/school policies, programs, and initiatives will continue to be relevant in assuring that the goals are met?
 - What community/school policies, programs, and initiatives require further development and how might they be made more effective or implemented more efficiently?
 - What new community/school policies, programs, and initiatives require development to meet future challenges?

Eximius has met with parents at the Carver Community Center and Community Father’s Inc. of support to help us design a parent advisory group that is relevant to their needs. They have provided us with a letter of support. (Attachment 25) We have invited a number to assist our efforts to recruit more parents onto E-PAC once our charter is approved. E-PAC’s work will be coordinated in concert with the CARE and Continuous School Improvement Team.

We will create the *Eximius Family Resource Center* which will be run by a parent volunteer from the community, until grant support is obtained. (Attachment 10 and 23) The Family Resource Center staff will be supervised by the School Counselor. The Family Resource Center will offer comprehensive supports and resources for parents/caregivers of our students. We will work with the parent coordinator from the community to help us bridge the divide many parents feel when coming into schools. The Family Resource Center will be a room set aside for the parent to stop in and visit with other parents or

the parent coordinator to ask the questions they may not feel comfortable sharing with school staff. We will always have coffee/tea available for them. Another primary function of the Family Resource Center is to facilitate social and health services offered in a culturally competent and cost effective fashion aimed at positive parenting, health and mental health improvements, healthy child development, children's school readiness, parents' economic self-sufficiency, and reduced social isolation. We will customize to our families unique needs.

Eximius will take the lead in developing strategic partnerships with education, civic, business, nonprofit, community, and philanthropic sectors to help parents find the supports and intervention necessary to ensure a student's comes to our school ready to learn and when they exit, they do so with college credits obtained through an Early College High School program. We understand and recognize the interdependency and common goals among preschool, elementary, secondary and postsecondary education, and will help our parents to integrate this public education system to facilitate their child's successful completion of college and eventual workplace readiness. To initiate this process we developed an MOU with a higher education institution in the area which focused on develop a STEM focused curriculum, teacher training placement opportunities at Eximius, and an Early College High School initiative for our second charter term. We will use this approach to develop collaborative with other colleges and universities in the area with an expected outcome of making our students college and career ready.

Also in our second Charter term we will fund a new position that focuses on P-16, Cradle-to-Career Education Pathway Planning. Further developing working relationships with regional institutions of higher education, ensuring that tailored placements are available for our graduates (community college for some, small colleges for others, large universities, UAlbany for others, etc). Our outreach will include invitations for college and university students and faculty to use service learning and innovative research and development proposals to improve our school, at the same time providing firm links, with social supports and resources, to postsecondary education institutions in the Capital region.

III. FINANCIAL PLAN

A. KEY BUDGET ASSUMPTIONS UNDERLYING THE BUDGET PROJECTION

We have taken a conservative approach to when creating budget. To thoroughly know actual and anticipated costs, we conducted extensive online research, obtain vendor quotes, studied budgets of other charter schools and received advice from the New York Charter School Incubator to determine the necessary budgetary line items and cost our school will incur to function in a financially sound and sustainable manner. Every year our budget is balanced with a positive fund balance at year end. We obtained actual estimates when possible to ensure our anticipated cost were realistic and eliminate the possibility of unanticipated issues. We feel we have prepared a sound financial plan to carry Eximius successfully through its first five years of existence, and provide a healthy stable environment for students and staff, which ultimately supports the mission of our school.

Pre-Operational Budget (January 2012 to June 2012)

While technically our pre-operational year begins January 2012, we have prepared a budget which allow our pre-operational period to begin the moment notification is received that Eximius has been approved to open in September 2012. We will be frugal with all available funds, but also have a variety of other cost effective plans for our pre-op phase.

1. A grant for \$175,000 from the Eximius Education Foundation will be available for start up costs. It will be used for advertising and recruitment of both staff and students, supplies, staff salaries and other necessary expenses.

2. The proposed Charter School Director and Director of Finance and Operations, currently on our planning team, will volunteer their time during this period if necessary to begin the staff and student recruitment, curriculum development and other activities as needed. The Board of Trustees is committed to volunteering their time as well, offering services within their areas of expertise as needed.
3. Approximately \$50,000 of school furniture is included in the lease of the Draper building. Student desks and chairs, classroom furniture such as tables, book carts, storage cabinets, teacher desks and white boards are all available for our use. When fully inventoried, it is anticipated that all furniture needs will be covered for students and staff for year one.
4. Our community partners Northeast Parent and Child Society (NPCS), Schenectady YMCA, Community Fathers and the Hamilton Hill Arts Center will also provide meeting space and volunteers to assist with recruitment and the lottery process. They will provide meeting rooms for parent forums, informational sessions, and other community outreach activities as needed.
5. It will be crucial for the Director of Curriculum and Instruction to begin mapping the curriculum as soon as possible. Sales representatives from our curriculum companies have indicated that free samples of all subjects will be made available as soon as we need them, to begin the writing process.

Planning and Start-up Grants. The Eximius planning team will apply for the following grants:

- a. The Walton Family Foundation for a \$30,000 Pre-Authorization Grant and a \$220,000 Start-up Grant; and
- b. New York State Charter School Program (CSP) Planning and Implementation Grant.

Additional Fundraising. The Eximius planning team and the proposed Board of Trustees will seek other sources of fundraising, including other grants and private sources, with the assistance of our Eximius Education Foundation and Northeast Parent and Child Society. They include the following:

- a. The Eximius Education Foundation has obtained a letter of credit from the Capital District Community Loan Fund for \$175,000 and will provide these funds to Eximius at cost should the need arise;
- b. Proposed Board of Directors will host a major fundraiser to raise \$25,000 at a local Schenectady County venue in October 2011;
- c. \$10,000 grant from the Golub Foundation to cover our marketing and advertising costs; and
- d. Schenectady Foundation for \$50,000.

We have prepared a very conservative budget that allows us to operate without additional fundraising after July 1, 2012.

Budget Projections (Year 1 through Year 5)

Revenue

- Eximius assumes \$12,014 per pupil rate from Schenectady City School District.
- The enrollment projections are a critical assumption driving the budget plan. We assume a 100% enrollment from the Schenectady City School District given the high level of interest from parents in the community. We base this assumption on the founder's knowledge of the Schenectady community and 300+ signatures we obtained last summer during our petition process. If the recruitment process in Schenectady results in a shortfall, it is extremely likely that we will fill the vacancies with students from the surrounding districts. For example, the former Charter school had several students from Mohonasen, Schalmont, Guilderland, Albany and Troy school districts. Should students enroll from districts other than Schenectady revenue will be adjusted accordingly based on the home district per pupil reimbursement rate.
- The school assumes a special education population similar to SCSD and expects to receive corresponding funding to meet the needs of this population. We estimate that the 14.9% of our students will receive averaged SPED services 20-60% with rate of \$5,700 per year, per student.
- A year one budget of \$40,000 for health services is assumed at a 3% increase per year. This expense will be recouped from the home districts for all students on a per student basis.

- An initial year revenue from State and Federal meal reimbursements of \$79,000 for school food service estimated on 80% total student participation, and based on approved 2010-11 rates with student allocations at 47% Free, 28% reduced, 25% free.
- An E-rate reimbursement on average of \$7,600 annually assuming a 90% discount rate based on FRPL population of 75%+ which will provide network setup, and telecommunications services such as Internet, telephone and long distance. The Draper building has recently been updated with an exceptional infrastructure including telephone, in house PA communications and internet in all rooms, so no upgrades should be necessary at this time.
- A \$200,000 Charter School Planning (CSP) Program Planning and Implementation Grant in years 1-3.
- We assume 75% of our students will be eligible for free-and reduced-price lunch, for Title I revenue. We believe this estimate is very conservative and estimate as much as 90% will actually be eligible. We project cash collections in year one of \$3,950 assuming reduced rate of .25 per meal with all approved paying, \$1.50 Full Price meal and with 25% paying of those able to.

Expenses

- Eximius will offer competitive salaries for our instructional, non-instructional and administrative staff. Salaries increase 3% per year for all staff. We will pay a bonus at the end of year one if wages are deferred for the CD, DCI and DFO.
- Approximately 47.6% (\$1,030,385) of total expenses is dedicated to paying and supporting our instructional staff. Staff training and retention is a major part of our mission- to create a safe, effective learning community. We plan on offering extensive professional development, providing two educators in each classroom, maintaining a student/teacher ratio of 11:1 and FT Reading Specialist, ESL/ELL Coordinator and Math AIS Coordinator. In year three, Eximius will hire additional specialized staff (increase from PT to FT Media Specialist/Extended Day Coordinator, Art and Music teacher from PT to FT).
- The school budget includes all necessary administrative and instructional staff necessary to support the School's comprehensive educational program. We will hire a Data and Accountability Coordinator to work closely with the DCI on a part-time, consultant basis in the first two years. In year 3 this position will become full-time.
- We have allocated \$30,000 in our year 1 budget for professional development which will be applied toward eSchools & AIMSWEB training, UbD Curriculum Design (Dr. Helen Steutzel consultant) to support our active learning model, Positive Action Character Development Curriculum training of School Counselor/Extended Day Coordinator (After School Programs & Parent Training), Dr. Hal Lawson (Comp. System of Learning Supports); Neal Currie (School wide Classroom Behavior System).

Cash Flow Shortfall

We have used a very conservative approach as we methodically examined our assumptions in developing our budget. Even so, at times during years 1 and 2 it is possible that cash reserves will be limited. We must anticipate delays will occur with respect to the receipt of state and federal funding streams, and given the experience of ICSS in the Schenectady City School, this may also include the per pupil allocation from the school district, which is critical to our operations. To cover these periods, Eximius will have access to a short-term line of credit through Eximius Education Foundation. They have obtained a line of credit from the Community Loan Fund of the Capital Region, for this sole purpose. The Community Loan Fund of the Capital Region has recently become very familiar with school financing having established a short-term funding stream for another charter school in the Capital District. The planning team has also reached out to the First New York Federal Credit Union and they too have expressed a willingness to assist once our Charter authority has been granted.

Budget Shortfalls

Our basic design principle is that the school should be able to sustain itself using the per pupil allocation from the school district. Nevertheless, there will be on-going private fundraising to drive the school's financial stability. In year 1, we have made a conservative estimate of \$25,000 for both Board contributions and fundraising combined. We expect it will take the better part of the first year to establish the fundraising structure to buffer the school from shortfalls and to establish credit worthiness.

The startup period and year 1, as with most Charter start-ups will be our most challenging. We anticipate, but have not included in our forecast, that funds will be available through the Walton Family Foundation, Charter School Program (CSP) Grant and State Stimulus Funds for year 1. Of which, any one will substantially alleviate budget pressure.

We expect to benefit significantly from our institutional partnership with Northeast Parent and Child Society in securing grant funding to supplement the school aid financing our teacher's salary for the STEMs Summer Academy and associated materials, supplies and transportation. They have loan us access to their grant writer for this purpose. In collaboration with their grant writer we have identified 14 grant sources that we will jointly apply.

FURNITURE AND FIXTURES

Furniture packages have been created for Kindergarten and Grade 1, so ordering and replacement should be efficient, as well as year-end inventory. The cost per set up has been quoted by school furniture companies such as School Specialty and WB Mason.

Minimum office furniture will be purchased for the business office, main office, Director of Curriculum and Instruction's (DCI) office and nurse's station in year one, since the Draper building is currently furnished. Additional purchases will supplement these as the staff grows during years two through five.

Computers and other technological needs are being quoted through CDW-G and others to find the most competitive prices. The Draper building currently has two computer labs fully furnished with thirty computers in each lab. We have budgeted to update and maintain the current setup. For year one, work stations will be provided in the staff break area and will be shared with the teaching staff. Work stations will also be purchased for the business office, director's office and DCI. A central server will also be purchased to house all student data and provide a secure back up for all information. As Eximius grows, plans are to purchase laptop carts to provide a laptop for each student to use when they reach grade 2. If grant funds are available, it is possible that work stations will be installed in the classrooms of the lower grades as well.

All items will be tagged and tracked as part of a comprehensive inventory. Items purchased specifically with grant funds will indicate the grant funds used and year purchased as well.

B. Financial Management

Annual Independent Financial Audit: The DFO is responsible for closing the fiscal year on June 30, and for preparing timely and accurate annual financial statements. In addition, an external auditor will be used to test the validity of the information in the financial statement and to provide a report containing any significant findings or material weaknesses in the financial processes used by the school. Financial statements and auditors' findings will be provided to the Board's Finance Committee for review and comment, and then to the full Board of Trustees. Financial statements and audit reports will be made available to the public via the school's web site. Full copies of all financial reports will also be submitted to the necessary State oversight departments within thirty days of their release. The three bid process will be used to determine the auditing firm used. This contract will be for a term not to exceed five years, when another bid request will be released.

Systems and Procedures: The Eximius Academy Charter School Board, through its Finance Committee will develop a set of financial policies, including guidelines around borrowing and investment strategies, through a strategic planning process. The school will draw upon the expertise of our prospective Board members, particularly James Celestine who has extensive expertise in the area of financial auditing of non-for-profits. The Board is composed of members with expertise in corporate finance, regulatory compliance, private and public sector management, non-profit facilities development, financing, management and maintenance, education finance, auditing, law, and other pertinent areas. The financial management plan will be comprehensive including the areas of compliance, purchasing and logistics, financial accounting, cash management, credit, ledger control, reporting and payroll.

Basic best practices will include, without limitation:

- Closing books each month on a timely basis
- Posting all transactions to general ledger (no off-books transactions)
- Internal spot audits (payroll, lunch program, etc.)
- Monthly budget report with budget-to-actual and projections
- Inventory of assets, including technology

Staff Responsible for Financial Oversight: The Charter School Director (CD) is the CEO of the school and will have final authority and responsibility for its financial management. He/she will present a monthly budget status report, monthly cash report and quarterly statements of financial condition to the Board of Trustees. The CD will hire a Director of Finance and Operations (DFO) experienced in charter school budget planning and not-for-profit corporate finance. The DFO will manage the back office operations with the assistance of a Registrar in year 1 and 2 and an additional part-time bookkeeper in year three.

Protection of Student and Financial Records: Data security for the financial records and student information is the responsibility of the DFO. Related to this function is the DFO's responsibility for tracking enrollment and attendance eligibility, Title I eligibility, as well as SPED and ELL enrollment as each metric is associated with state and federal entitlements as well as grant monies. Tracking the precise eligibility of each student will be an ongoing process that begins during student recruitment, intensifies with registration and re-occurs at key junctures throughout the academic year. Key in the tracking and retention of this information is the proper training and use of the eSchools Data Management System. For example, the teacher assistant will log in to record attendance each morning. This will generate a list for the registrar to review and contact the parents to check on the whereabouts of the child. eSchools also records and maintains a file for each student, including free/reduced lunch status, what courses of study they are registered in, if special services are needed and at what percentage, all important facts needed for accurate school district invoicing.

Annual Independent Financial Audit: The DFO is responsible for closing the fiscal year on June 30, and for preparing timely and accurate annual financial statements. In addition, an external auditor will be used to test the validity of the information in the financial statement and to provide a report containing any significant findings or material weaknesses in the financial processes used by the school. Financial statements and auditors' findings will be provided to the Board's Finance Committee for review and comment, and then to the full Board of Trustees. Financial statements and audit reports will be made available to the public via the school's web site.

GAAP: The school will use accrual basis accounting, in accordance with Generally Accepted Accounting Principles (GAAP), for all its financial management, budgeting, bookkeeping and reporting. The DFO will ensure that the procedures and systems that are used and the financial reports that are generated are consistent with the needs of the school and the requirements of its charter authorizer. Financial management will be executed by way of an annual budget forecasting process, annual audits, tax filings, and 990 filings.

Internal Controls

Payroll: The DFO will be responsible for providing payroll administration and related services to the school. The DFO will establish a system—including a schedule and set of procedures—to ensure that (a) the school obtains and collects all necessary employee data at the commencement of employment and on an ongoing basis; (b) the school processes payroll, prepares required records and reports and submits such records and reports to the appropriate agencies; (c) continuous communication occurs between payroll service and the DFO so that any problems are identified and addressed immediately; and (d) the payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed. Payroll and reporting responsibilities will include W2 and 1099 distribution, pay scale determination, time tracking for excused/unexcused absences including, vacation, sick, personal, jury duty, bereavement and excused absences for professional development.

Purchases: The school DFO will be responsible for establishing a purchasing and acquisition system. The system will ensure that assets are secure and that supplies purchased are tracked. Purchase orders for goods up to \$5,000 for the good of the school may be processed pending approval from the CD. For agreed-upon standard purchases less than \$5,000, the DFO, with CD approval, may acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding \$5,000 at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products.

The CD is responsible for signing all checks subject to the authority by the Board. All checks over \$100 shall be issued only when approved by the CD. All checks in excess of \$10,000 will require the signature of the CD and the Board.

Compliance: The DFO will be responsible for all functions related to ensuring that the school is operating in compliance with its charter and all governmental regulations. The job description for the Director of Finance and Operations will clearly delineate the responsibilities related to all compliance and the DFO's responsibility to carry out or to provide oversight to all areas of compliance for the school. Title I-V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters and student lottery will follow all applicable laws. An annual sexual harassment seminar will be planned and compliance issues related to Board of Trustees and charter renewal will be addressed.

Cash Management and Investing: After the budget has been completed and cash balances determined, the DFO in partnership with the CD and Board, will create an investment strategy for a portion of the funds. Investment options may include savings accounts, CD's treasury bills and money market funds.

III C. Facility

The Eximius Academy Charter School will be located within the former Draper High School, 901 Draper Avenue, Schenectady, New York 12306, which is located in the Rotterdam-Mohonasen City School District, approximately 200 feet outside the Schenectady City School District limits. The school is located directly on the CDTA bus line and the proposed site was the former International Charter School of Schenectady (ICSS), which closed last year. It was extensively renovated by ICSS prior to its closure and would require a minimum amount of fit up costs to open. The largest expense would be replacing and upgrading the windows.

The purchaser of the facility is the Eximius Education Foundation, which will in turn lease the facility to the Eximius Academy Charter School at cost. The costs will include a mortgage of approximately \$400,000, estimated at 5-7%, over 30 years. An application will be made to the Community Loan Fund located on Orange Street in Albany, who specializes in low-rate not-for-profit funding. The loan will amortize the purchase price of the property (\$225,000 with \$1,000 down), and the costs of carrying school expenses pre-operational for up to 12 months from date of approval as a Charter

School. Those costs include amortized loan payments of \$2,661.12 per month x 12 months=\$31,933.44, Heat, Light and Electric (approximately \$65,000 for 12 months), Property and Casualty Insurance \$30,000, and Maintenance at \$40,000 over that period, and closing costs, attorney fees, materials and supplies and equipment leases (\$48,067). Total required funding \$400,000. The annual lease charge amortized and leased to the charter school should not exceed \$150,000 including full maintenance, H/L/E, insurance, legal, and loan amortization. In addition, the Foundation will entertain an energy efficiency performance contract (new windows, HVAC, insulation, doors, general tightening of facility) from Siemens Industries, which we believe will be cash neutral since Siemens will guarantee the cost of services over a specified amount, whereby the energy efficiency cost savings will pay for the monthly fee, which should be no more than what we currently anticipate. Thus, any improvements to the facility for energy efficiency and comfort for the students, faculty and staff will be paid for out of the savings provided in addition to the current estimate of energy costs. Any other building improvements and upgrades over those discussed will be entertained over the following strategic plan years and only as funding allows

The property has 150,000 square feet, two gyms, two computer labs with IT infrastructure for thirty computers in each lab, numerous classroom and ample office space to meet our space requirements. The facility is ADA compliant. In year one we estimate that for a student enrollment of 168 students we will require the following space:

Eximius Projected Facility Needs:

In year one we estimate that for a student enrollment of 168 students we will require the following:

Total Academic Core: 8 rooms @ 7200 s. f.

- *Specialty Rooms* – 6 rooms @ 4,475 s. f. each specialty room will be used as an art class room, Music suite, Science Resource Center Classroom, Small group Instruction & Resource Room and Nurse suite, and In School Suspension room respectively.
- *Common Areas* – 5 rooms @ 6800 s. f. Each common area will be used as a Library/ Media Center, a Gym/Performance area, Cafeteria/Multipurpose area with stage, and a Full Kitchen Area/Warming Areas respectively.
- *Total Staff Areas* – 19 rooms @ 4,675 s. f. Staffing areas include Reception, a conference room, the Charter Director office with conference area, Director of Curriculum & Instruction office, School Counselor office, Business Manager office, Teachers’ lounge, Staff Workroom, five General offices, a Family Resource Room, Records Room, Custodian Storage Storage/Bookroom/Uniform Supplies, Server room, and a Miscellaneous room.

Grand Total: Year 1 – 24,031 s. f.

The Charter School at its capacity will only utilize 41,131 sq. ft. of the facility or 27.4% of the capacity. Thus, the Foundation will look to lease other unused parts of the facility at competitive rates to organizations that enhance the usage of the facility, its value to the community as a one stop educational center, and its value to the children attending the new charter school, their parents and families. If unused, those parts will have limited energy consumption. Those value-added programs for consideration for space utilization include but not limited to: parenting education classes, after school programs, counseling services, special events programming, senior and grandparent educational programs, and other worthwhile events that add revenue and support for this new charter school. We will also consider leasing the entire building to the school and they in turn can sublease to various community groups. (Attachment 21)

D. TRANSPORTATION

The Eximius students who are eligible for transportation under §2853(4)(b) and §3635 of the Education Law, will receive daily transportation, including days that extend beyond the SED’s 180 days. On days that Eximius is in session when the SCSD is not in session, the school shall seek arrangements with the District to provide transportation, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements with Brown

Transportation, a private contractor. Eximius will provide supplemental transportation for those students that arrive after the April 1 deadline for submission of registration to SCSD, and are ineligible for transportation under §3635 of the Education Law. We have budgeted \$45,000 to finance the cost of one bus in year 1 and \$98,880 in year 2 to cover the expense for two buses. We do this to ensure safe transportation of our students for our extended day and summer program, in the event we are unable to work out a suitable arrangement through SCSD. We continue to research cost effective methods and we get quotes from busing companies used by the local districts to take advantage of piggy-backing bus runs. We will work with the district and bus company to determine pick-up points.

Students designated as Special Education by the Committee on Special Education are exempt from the minimum grade and distance requirement. The school will work with the CSE to ensure that the transportation requirements indicated on the IEPs of students with special needs are provided by the SCSD.

E. FOOD SERVICE

Eximius will select Prestige Food Service in Clifton Park as our food service vendor. We carefully research the food service market within the Capital Region and found Prestige is the only local vendor that will accommodate schools with a student population under 300 students who aren't affiliated with a larger organization. The company will be required to follow all state and federal nutritional guidelines and assure that Eximius is in compliance with all necessary regulations. They offer competitive pricing to small Charter school start-ups and are an approved facility to make the meals off site and transport them safely and efficiently. The Draper building has a kitchen which will be provided to Prestige staff use. The kitchen equipment has enough refrigerator and freezer space to keep components of at least three meals on site. Convection ovens and/or AltoSham heating units will also be provided to efficiently and safely thaw and heat the frozen components of each meal. The hot entrée choice will be delivered frozen for future use, and sandwich selections will be made fresh daily. Teacher Assistants will escort their respective classes to and from the cafeteria and assist the children while they are eating, eliminating the need to hire additional lunch room aides. Parents are welcome to volunteer and will be encouraged to participate, provided they have had the required background checks. The School will actively participate in the Federal Free/Reduced lunch program and conduct its meal program on a "zero-profit" or "break-even" basis, especially when the student population is low as in years 1 and 2. In other words, the food contractor will accept the combined payment of State and Federal meal reimbursement and cash collected as payment in full for services provided. The Finance Director will work with the Food Service manager on site to complete the required monthly paperwork to be submitted to the NYS Child Nutrition Management Dept for the proper State and Federal reimbursements.

F. INSURANCE

The school will purchase all necessary insurance policies to insulate the corporate entity, its Board, staff and teachers from liabilities and claims arising under operations. This would include, without limitation, insurance for property, casualty, liability and workers' compensation. An insurance policy for errors and omissions for directors and officers will be purchased. We will also secure three bids during solicitation. However, the TenEyck Group in Guilderland has been the only company responsive to our request for estimates at this point. The quote we have obtained assumes a comprehensive insurance package. This package will include comprehensive liability, property, and a supplemental student injury policy. TenEyck will also quote Director's and Officer's coverage, to be effective from the date the charter is approved, as well as the Health/Dental coverage for staff and the necessary Worker's Comp and Disability policies as required by New York State. TenEyck Group is known for its Charter School experience and knowledge, as well as competitive pricing. Any claims resulting in injury to staff or student will be filed with the DFO, who, in turn, will file with the appropriate company. The claim will be tracked through the DFO's office, and a written file kept secure until it is resolved.

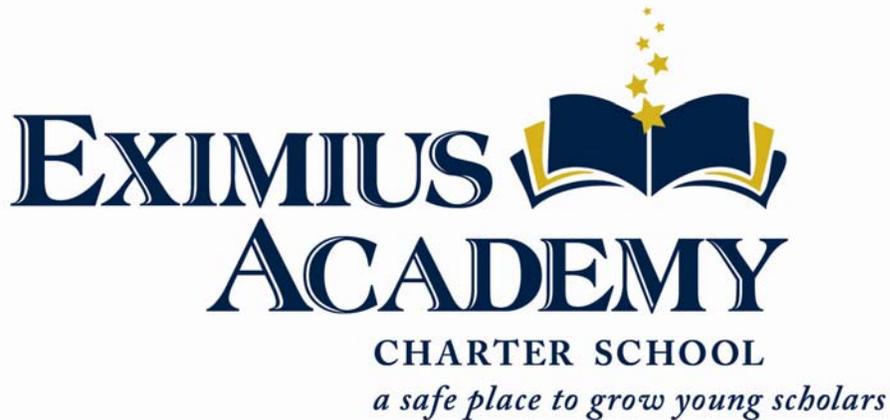
G. PRE-OPENING PLAN

Action	Start Date	Completion Date	Responsibility
Ratify school by-laws/ Submit paperwork to become a 501 c(3) organization	Upon charter issuance	Within 30 days	Board & CD
Conduct mini board retreats to clarify role during pre-opening	October 2011	January 2012	Board
Develop Board monthly meeting calendar, including after charter is approved	November 2011	January 2012	Board Chair
Establish board training schedule	January 1, 2012	February 2012	Board Chair
Revise/enhance all school policies: Open Meeting, FOIL/ make them working policy	January 2012	March 2012	Board
STUDENT AFFAIRS			
Draft and approve comprehensive policies for admissions, enrollment and attendance.	Upon charter issuance	January 1, 2012	BOT (Governance Committee)
Define application period/set lottery date	Upon charter issuance	January 1, 2012	Board &Volunteers
Develop all marketing materials and student recruitment materials/Translate to Spanish, Chinese, Pashtu	November 2011	January 1, 2012	Board &Volunteers
Establish recruitment team/program outreach/create recruitment documents	November 2011	January 1, 2012	Board &Volunteers
Application period	January 2012	April 2012	Board & Volunteers
Organize community information sessions/Begin marketing/outreach campaign	February 2012	April 2012	Board &Volunteers
Create tracking systems for applications and create systems for receiving documents	January 2012	February	CD & DFO
Conduct lottery	February, 2012		Board &Volunteers
Student registration process: Collect all health/registration/lunch forms; Establish process to maintain documents.	May 2012	August 2012	CD, DCI, DFO, Registrar
Finalize student handbook and have printed	April 2012	June 2012	CD & DFO
Ensure all IEP and student records of incoming students obtained	April 2012	August 1, 2012	CD & DCI
Develop school safety plan	June 2012	August 1, 2012	CD & DCI & DFO
Begin planning for summer orientation	April 1, 2012	May 2012	CD & DCI & DFO
INSTRUCTION			
CD and Board Education Committee work to refine the curriculum	November 2011	April 2012	Board & Volunteers
CD ensures all instructional supplies/ books/equipment, assessments are ordered	April 1, 2012	August 2012	CD & DCI
Collect all admitted students' IEPs	April 2012	August 2012	CD & DCI & DFO
Administer baseline assessments to new students	June 2012	July 2012	CD & DCI
Set up classroom and other instructional space	July 2012	August 2012	CD & DCI & DFO
Provide faculty training on curriculum, school culture, data analysis and other topics	August 2012		CD & DCI & DFO
Make student class assignments	July 2012	August 2012	DCI
ACADEMIC PROGRAM AND SCHOOL ADMINISTRATION			
Recommend Charter School Director to Board of Trustees	Upon charter issuance		Board Chair
Establish hiring rubric based on job descriptions/skills/student needs	November 2011	January 1, 2012	CD

Create job posting advertisements and plan	November 2011	January 2012	CD & Board
Recruit school leadership team Director of Curriculum and Instruction	January 1, 2012	March 2012	Board Chair
Receive resumes and begin interviews for staff positions	December 15, 2011	May 2012	CD & DCI & DFO
Maintain database for tracing candidates	March 2012		CD & DCI & DFO
Establish fringe benefits for school employees including health insurance etc.	March 1, 2012	July 2012	Board
Staff members fingerprinted	March 1, 2012		
Establish personnel manual and school policies; distribute to staff	March 2012	August 1, 2012	CD
Active recruitment and interview of faculty	March 2012	June 2012	CD & DCI & DFO
Hire Candidates, subject to Board approval	May 2012	June 2012	CD & Board
Training for all staff - CD to faculty	January 2012	August 2012	
Make arrangements to provide a range of special education services	January 2012	July 1, 2012	
FACILITIES			
Secure facility	January 2011	June 2011	Founding Team
Complete lease negotiation	June 2011	August 2011	Board Chair
Determine improvements that need to be made to facility	April 2011	June 2011	Board Chair, CD
Oversee execution of improvements	July 2011	December 2011	CD
Classroom and office equipment purchased	May 2012	July 1, 2012	CD and DFO
Assure proper technology are in place (i.e. phones, Internet copy machines, etc)	May 2012	July 1, 2012	DFO
FINANCE			
Finalize Budget/Complete Grant Application - CSP	January 2012		CD & DFO
Provide evidence of accounting system and internal controls and fiscal policies	Upon charter issuance	February 2012	CD & DFO
Arrange Board liability insurance	January 2012	February 2012	DFO
Establish Chart of Accounts	January 2012	February 2012	DFO
Establish bank accounts	January 2012	February 2012	CD & DFO
Set up annual audit schedule with a CPA	March 2012	May 2012	DFO
Ensure federal title applications submitted in timely manner/establish payroll system	April 2012	June 2012	DFO
Establish system to report enrollment of students to school districts	Upon charter issuance	June 2012	DFO & Registrar
OPERATIONS			
Arrange for food service	April 2012	June 2012	DFO
Arrange for nurse and maintenance of health records	April 2012	August 2012	DFO, Nurse
Establish all necessary insurance	December 2011	July 2012	DFO
Set up procurement system for school staff	May, 2012	June 2012	DFO
Order teaching materials, furniture and other necessary items	Feb 2012	July 2012	CD& DFO & DCI

REQUIRED AND OPTIONAL ATTACHMENTS

SUBMITTED IN RESPONSE TO THE
*2011 NEW YORK STATE EDUCATION DEPARTMENT REQUEST FOR PROPOSALS TO
ESTABLISH CHARTER SCHOOLS AUTHORIZED BY THE BOARD OF REGENTS FOR:*



Contact Information	
Lead Applicant Name (or authorized representative):	Karim Adeen-Hasan
Media Contact Person:	Pamela Y. Swanigan
Media Contact Person's Email Address:	pswanigan@gmail.com
Media Contact Person's Phone Number:	(518) 322-6525

Charter School Proposal Information	
Proposed District or CSD of Location:	Rotterdam-Mohonasen City School District
Total Projected Grade Levels For 5 Year Charter Term:	K, 1, 2, 3, 4, 5
Total Projected Grade Levels at Full Growth:	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Total Projected Maximum Enrollment For 5 Year Charter Term:	485 Students
Total Projected Maximum Enrollment at Full Growth:	965 Students

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Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Karim Adeen-Hasan	Proposed Board Member
Councilman Joseph Allen	Proposed Board Member
Dr. Peter Stoll	Proposed Board Member
Kim Guy-Jonas	Proposed Board Member
Wesley Holloway	Proposed Board Member
Reneta Robinson	Proposed Board Member
Elizabeth Simmons	Proposed Board Member
James Celestine	Proposed Board Member
Pamela Swanigan	Proposed School Employee
Lori Veshia	Proposed School Employee
Ifrecak Singh	Founding Group Member, Special Projects Volunteer
Shing sun Chiu	Founding Group Member, Special Projects Volunteer
Asia Peek	Founding Group Member, Special Projects Volunteer

Attachment 2: Certification Statement

Proposed Charter School Name Eximius Academy Charter School

Proposed School Location (District) Schenectady City School District

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/
Authorized Person Karim Adeen-Hasan Date March 26, 2011

(Please label the copy that has original signatures)

Print/Type Name Karim Adeen-Hasan

Address [REDACTED]

Daytime Phone: [REDACTED] Email: [REDACTED]

Attachment 3: Sample Daily Schedule

Sample Daily Schedule: First Grade				
Hours	Subject/Activity	Minutes	Minutes Weekly	Hours Weekly
7:30 – 7:55	Breakfast	25	125	2.08
8:00 – 8:15	Morning Work	15	75	1.25
8:15 - 8:50	Morning Meeting	35	175	2.92
8:50 - 9:50	Vocabulary	60	300	5.00
9:10 - 10:00	Whole Group Reading	50	250	4.17
10:00 - 10:30	Guided Reading	30	150	2.50
10:30 - 11:30	Math	60	300	5.00
11:30 - 12:30	Lunch/Recess	60	300	5.00
12:30 - 1:30	Science/Social Studies	60	300	5.00
1:00 – 1:45	Writing	45	225	3.75
1:50 - 2:35	Art/Technology/Gym	45	225	3.75
2:35 - 3:00	Snack/Sustained Silent Reading	25	125	2.08
3:00	Dismissal	0	0	0.00
3:00 - 4:00	After School Program -Literacy /Math Labs/Homework Review	60	300	5.00
4:00 - 6:00	Snack/STEM Project/Gym/Music/Art	120	600	10.00
	Totals	690	3450	57.50

Attachment 4: Proposed Annual Calendar

Eximius Academy Charter School Calendar 2012-2013

AUGUST						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Important Dates:	
July 30th-August 10th	Diagnostic Screening
August 20th - 31st	Pre-Opening PD
September 3rd	Labor Day
September 4th	Classes Begin
October 8th	Columbus Day
November 12th	Veteran's Day
November 22nd & 23rd	Thanksgiving Day
December 21st	Last Day of Fall
December 24th - 31st	Holiday Recess
January 1st	New Years Day
January 2nd	Classes Resume
January 21st	Martin Luther King
February 18th	President's Day
March 29 - April 5th	Spring Recess
May 27th	Memorial Day
June 21st	Last Day of Spring
June 24th -28th (1 wk.)	Summer Recess
July 1st - July 5th (1 wk)	Summer Recess
July 8th - August 9th	Classes Resume
Aug. 12th - Aug. 23st (2 wks)	Summer Recess
August 26th	Staff Report Back to
September 3rd	Classes Begin

- First Day of Class
- Holiday Recess
- Spring/Summer Recess
- STEM Summer Academy
- PLC Day/PD In-Service
- Diagnostic Screening

215 Day of Instruction (190 Regular School Day, 25 Summer Session Days)
 42 PLC teacher collaborative planning days (3 hr. weekly sessions);
 15 In-Service PD Days

Attachment 5: Proposed Corporate By-Laws

EXIMIUS ACADEMY CHARTER SCHOOL BY-LAWS

ARTICLE I: NAME

The name of the Corporation is the Eximius Academy Charter School, (hereinafter “the School”).

ARTICLE II: MEMBERSHIP

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

ARTICLE III: BOARD OF TRUSTEES

A. Powers: The Board shall conduct or direct the affairs of the School and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. The Board may not, however, delegate its policy making authority to either a for profit or not-for-profit educational management organization.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees: The number of Trustees of the School shall be not fewer than five (5) and shall not exceed eleven (11). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendments of the Bylaws.

C. Election of Trustees:

1. Election: The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
2. Partnership Affiliations: There shall be one seat reserved for members of organizations with which a formal Memorandum of Understanding has been developed. One (1) seat reserved for a designee from a Schenectady County Community College. This designee must be approved by unanimous consent by the board and permitted to serve a three (3) year term of office. This designee will be a voting member. Upon such termination the MOU with Schenectady County Community College their designee may be removed from the school Board by vote of the school Board provided there is a quorum of at least a majority of the entire school Board present at the meeting.
3. Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively.
4. Interested Persons: Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
5. Organizational Affiliation: Not more than 40% of the persons serving on the Board may be a trustee or employee of a single organization.
6. Ex-Officio Members: There shall be one non-voting seat on the Board reserved for the elected President of the school's Parent Advisory Council, who shall be a parent of a child matriculating in the School. In addition, the Eximius Academy Charter School Director is required to attend each Board meeting, but will not sit on the board.
7. Term of Office:
 - a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
 - b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the Eximius Academy Charter School or the designated representative of any partner organization shall be one (1) year.
 - c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
 - e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.
8. Time of Elections: The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. Final approval and time of actual seating is conditioned upon approval of Charter Authorizer.

- D. Removal or Suspension of Trustees:** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not for Profit Corporation Law.
- E. Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- F. Vacancies:** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- G. Compensation of Trustees:** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: OFFICES

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

- A. Place of Meetings:** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.
- B. Annual Meetings:** An annual meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

- C. **Frequency of Meetings:** A minimum of twelve (12) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.
- D. **Special Meetings:** A special meeting shall be held at any time called by the Chair or by any Trustee upon written demand of not less than one-half of the entire Board.
- E. **Adjournment:** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. **Notices to Trustees:** Notices to Trustees of Board meetings shall be given as follows:
1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
 2. Special meetings shall be held upon four days' notice by first-class mail or reasonable notice delivered personally or by telephone, facsimile or email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
 3. Public notices of Board meetings shall be made in accordance with the New York Open Meetings Law.
- G. **Waiver of Notice:** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.
- H. **Public Notice:** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open Meetings Law").

ARTICLE VI: ACTION BY THE BOARD

- A. **Quorum:** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.
- B. **Action by the Board:**
1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any

meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means: In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting of the Eximius Academy Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another. Trustees other than those in-person or participating by live video-conferencing shall not vote or count toward quorum.

C. Committees:

1. Appointment of Committees. The Board may create committees of the Board (each, a "Committee") for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the Chair, subject to the approval of the Board.
2. Standing Committees. The Board shall have three standing Committees: an Executive Committee (chaired by the Chair), a Finance Committee (chaired by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.
3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees;
 - b. Filling vacancies on the Board or any Committee which has the authority of the Board;
 - c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
 - d. The appointment of other Committees, or the members of the Committees.
4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. Standard of Care:

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as a prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

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

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

F. Participation in Discussions and Voting: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee unilaterally; or (c) any other matter at the discretion of a majority of the Trustees then present.

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

ARTICLE VII: OFFICERS

A. Officers: The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice Chair (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. **Secretary.** The Secretary shall (a) keep or cause to be kept, at the Corporation’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation’s Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. **Treasurer.** The Treasurer shall (a) keep or cause to be kept adequate and correct accounts of the Corporation’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation’s monies and other valuables in the Corporation’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation’s funds as the Board

directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office:

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation: The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NO LIABILITY OF TRUSTEES, INDEMNIFICATION, INSURANCE

A. No Liability of Trustees: The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. Indemnification: The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. Insurance: The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX: CONFLICTS OF INTEREST

A. Code of Ethics: The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. Conflict of Interest: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include

all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

ARTICLE X: SELF-DEALING TRANSACTIONS

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

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

ARTICLE XI: OTHER PROVISIONS

- A. Fiscal Year:** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
- B. Execution of Instruments:** Except as otherwise provided in the Bylaws, the Board may adopt a resolution authorizing any Office or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes:** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Charter School Director, or Treasurer. In addition, the Board may appoint additional employees of the Corporation as its designees to sign checks, drafts, promissory notes, or orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

- D. Construction and Definitions:** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. Interpretation of Charter and Law:** To the extent of any conflict between any provision of these by laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity, where such amendment is deemed a material revision.

ARTICLE XIII: REFERENCES TO DOCUMENTS

References in these Bylaws to the certificate of incorporation of the School (the “Charter”), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary

Date

Attachment 6: Proposed Code of Ethics

Code of Ethics

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of a ny pe rsonal i njury or pr operty da mage or f or any l awful be nefit a uthorized o r permitted by law.
9. *Distribution of Code of Ethics:* The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.
10. *Penalties:* In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate 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.

Conflict of Interest

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

1. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has a n i nterest i n s uch ba nk or t rust c ompany; pr ovided, how ever, t hat where designation of a bank or trust company outside the municipality would be required because of the foregoing r estriction, a ba nk or t rust c ompany w ithin t he m unicipality m ay nevertheless be s o designated;

2. A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
3. The designation of a newspaper, including but not limited to an official newspaper, for the publication of a notice, resolution, or ordinance or other proceeding where such publication is required or authorized by law;
4. The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefor is approved by order of the supreme court upon petition of the governing board;
5. The acquisition of real property or an interest therein, through condemnation proceedings according to law;
6. A contract with a membership corporation or other voluntary non-profit corporation or association;
7. The sale of lands and notes pursuant to Section 60.10 of the local finance law;
8. A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
9. Employment of a licensed physician as school physician for a school upon a authorization by a two-thirds vote of the board of trustees;
10. A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
11. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
12. A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
13. A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
14. A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
15. A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

1. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
2. Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
3. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
4. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

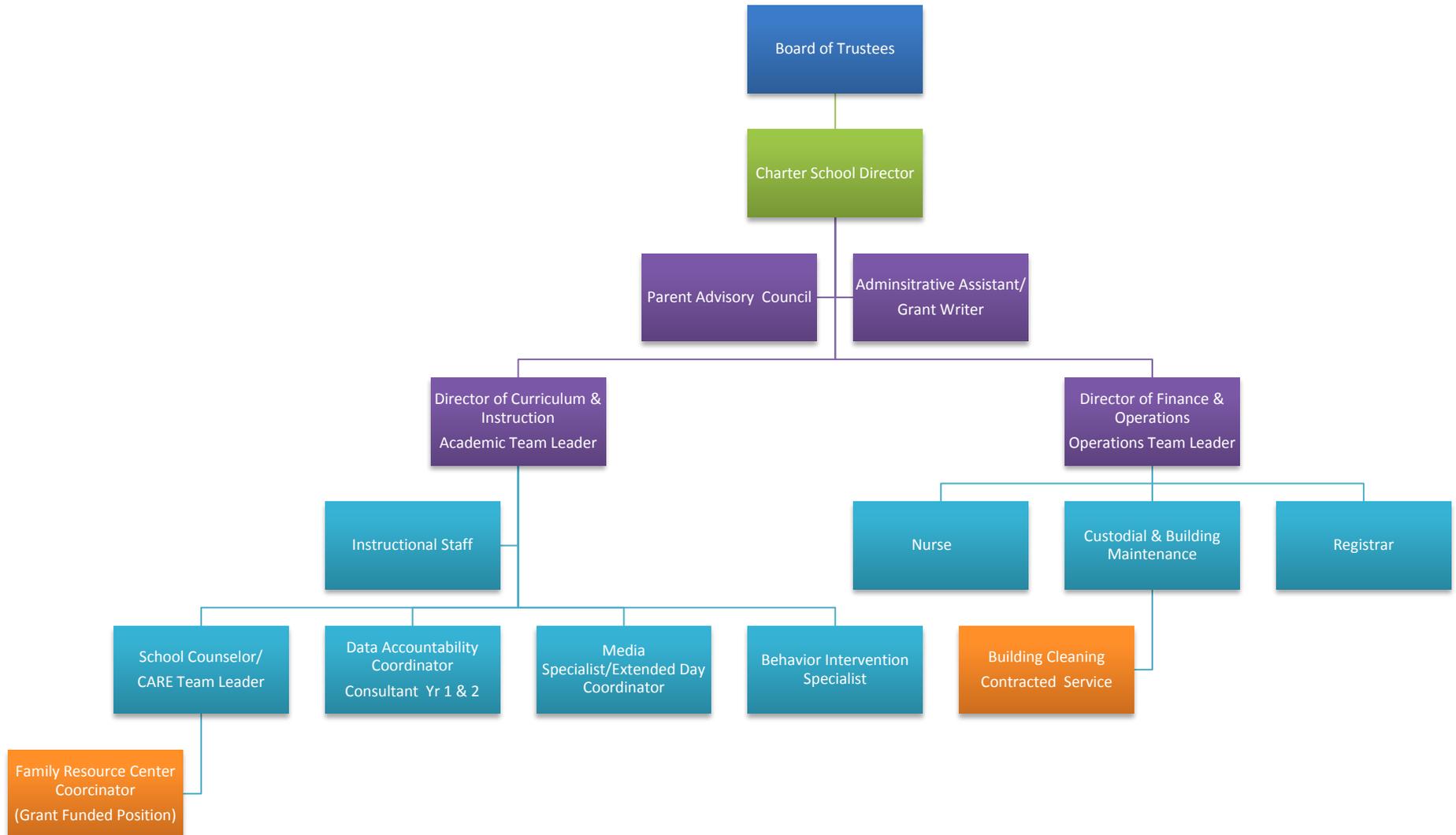
Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

ATTACHMENT 10

Eximius Academy Charter School Organizational Chart



Attachment 11: Key Position Descriptions

Charter School Director (CD):

Accountability

- Sets high standards and goals for self, others and the school.
- Oversees school-wide long and short-term activities and functions of Eximius student needs.
- Manages the school in an efficient and fiscally sound manner.
- Drives business operations, budgeting, strategy and implementation.
- Reports directly to the Board of Trustees in all matters.

Discipline

- Sets and enforces discipline policy of the school.
- Works with parents, assisted by Behavior Intervention Specialist and School Counselor, to address concerns.

Instruction

- Has an understanding and approves all programs and materials used in the school.
- Is aware of new research and educational trends and best practices.

Community Outreach

- Is the figurehead for Eximius Charter School as well as the contact person for parents and guardians.
- Organizes and holds community assemblies and fosters strong relationships within the Schenectady community.

Management/Oversight

- Executes Board policies.
- Manages daily as well as long-term operations and management decisions.
- Assigns and supervises school personnel in carrying out special projects.
- Holds regular staff meetings regarding policy changes and administrative matters.

Budget and Finance

- Oversees budget creation, in consultation with the Director of Finance and Operations.

Behavior Intervention Specialist (BIS):

Responsibilities

- Supports the students, parents and school staff by collaborating in the remediation of social, behavioral and emotional concerns which impair a student's educational progress.
- Facilitates and/or provides training and consultation for staff in positive behavior support structures for individual students, classrooms and the school community.
- Manages the In-School Suspension Room and Timeout Room, collects and maintains the student incident referral data system required for analysis by Data and Accountability Coordinator in implementing our RTI system.

Director of Curriculum and Instruction (DCI):

Responsibilities

- Institutes our core reading program, Saxon Math, Positive Action Character Development Program.
- Coordinates the STEM focused curriculum, the Response to Intervention Program, professional development and Summer Learning Institutes.
- Observes class instruction, analyzes school performance data to be familiar with the school's holistic educational performance.

- Comprehensive picture and evaluation of the instructional programs and performance of the school's instructional leaders and staff in collaboration with the School's Data and Accountability Coordinator, as well as the School Counselor.
- Sets new academic and instructional goals for the school.
- Identifies innovative and effective teaching methods and implements them uniformly throughout the school in collaboration with the instructional staff and Academic Leadership Team.

Data and Accountability Coordinator:

Responsibilities

- Provides teachers and the Academic Leadership Team with real time information on student performance to ensure dramatic gains in student achievement through the use of AIMSweb and Fountas & Pinnell.
- Researches and selects appropriate assessments.
- Provides data within 48 hours of each formative and summative assessment.
- Arranges for the delivery of the assessments to each teacher prior to weekly Personal Learning Community (PLC) meetings and develops an assessment schedule for each student.
- Conducts extensive analysis to look for significant differences between genders, races, special education and language other than English students.
- Uses assessment data to systematize best practices in teaching and to strategize new methods of instruction in collaboration with teachers, the CD, and the Academic Leadership Team.
- Presents student data to teachers and school leaders that highlights areas of student success and specific topics that need improvement.
- Examines high stakes tests to reverse engineer the skills necessary to be successful in collaboration with the Director of Curriculum to facilitate the development of a Student Improvement Plan (SIP).

Director of Finance and Operations (DFO)/Operations Team Leader:

Responsibilities

- Coordinates the successful start up of the new school (i.e. arrange for facilities renovations, procure necessary furniture, equipment, and supplies) and ensure all operational policies and procedures are in place and fully explained to the staff.
- Creates the monthly and quarterly variance reports.
- Conducts meetings regarding variance reports with the Leadership Team and the Board of Trustees.
- Performs bookkeeping and payroll duties.
- Files all required paperwork to ensure Eximius schools receive all the funding to which they are entitled from the Schenectady City School District and Federal Title programs.
- Logistical planning for large-scale events.
- Oversees the writing and amending of charter applications for Eximius.
- Procures appropriate insurance for Eximius.

School Counselor/Care Team Leader:

Responsibilities

- Works with school personnel, family and community members to remove non-academic barriers to student success.
- Spearheads the school-family-community partnerships.
- Collaborates with the Academic Leadership Team to design, implement, monitor and manage the school-wide Response to Intervention (RTI) Program.
- Acts as lead facilitator for the Parent Advisory Council.

- Develops the capacity for a full implementation of the American School Counselor Association (ASCA) School Counseling Program and the Positive Action Character Development Program for the family and community.

Registrar:

Responsibilities

- Oversees the student enrollment process for hundreds of new students accepted into, and placed on, the waiting list for Eximius.
- Coordinates the collection and appropriate dissemination of all forms and paperwork required for the enrollment of students.
- Ensures that Eximius is in compliance with all federal, state, and local laws.
- Responsible for filing the State Aid Intercept when appropriate.
- With the culmination of the enrollment process each summer, the Registrar must ensure that students are correctly entered into the school's student database and that all paperwork is collected and filed appropriately.
- SREA will assist Eximius Business Manager with the coordination of family and student events such as open school nights, family academic nights, and other special events and/or occasions.
- The Administrative Assistant and DFO will share this responsibility until a full-time Registrar is hired in year three.

Administrative Assistant/Grants Writer:

Responsibilities

- Works directly with and under the supervision of the Charter School Director.
- Prepares all compliance with State Education Department (SED) requirements and all Board of Trustees interactions.
- Acts as the primary point of contact with SED and will provide SED with any information necessary for oversight and evaluation.
- Facilitates SED visits and ensures the timely completion of the initial charter accountability plan for renewal in collaboration with the CD.
- Assists and oversees the development of all of the school's marketing and branding materials, including the school brochure and website, and runs an aggressive student recruitment effort to ensure the necessary numbers for the admissions lotteries.
- Assists in securing grant funding, assists in managing all media relations, press outreach, manages the Eximius annual fundraising event, student recruitment, press relations, marketing, branding and external communications.
- Works to improve public understanding of the Eximius mission by publicizing its successes through media coverage, online presence, and marketing material.

Family Resource Center Coordinator:

Responsibilities

- Provides a bridge for the families to feel welcome to come to our school.
- Is active in helping to educate their child while providing activities that will support and engage them in a meaningful manner.
- The School Counselor will be appointed to supervise the Family Resource Community Center.
- Center will initially be operated by parent volunteers until grant funds are available to pay a coordinator to run the center to help us identify and coordinate workshops.

Parent Advisory Council (PAC):

Responsibilities

- Designed and operated by the parents of the school under the supervision of the School Counselor.
- Parents will determine the strategic direction and design of their Council in collaboration with all school, family and community stakeholders.



New Applicaton Budget(s) & Cash Flow(s) Template

Eximius Academy Charter School

Contact Name:	Karim Adeen-Hasan
Contact Email:	berylleslie@aol.com
Contact Phone:	518-429-4786

	Examples
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

**Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

Total Revenue	175,000
Total Expenses	172,642
Net Income	2,358
Actual Student Enrollment	-
Total Paid Student Enrollment	168

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue		CY Per Pupil Rate	
Schenectady City School District		12,014	-
School District 2 (Enter Name)		-	-
School District 3 (Enter Name)		-	-
School District 4 (Enter Name)		-	-
School District 5 (Enter Name)		-	-
School District 6 (Enter Name)		-	-
School District 7 (Enter Name)		-	-
School District 8 (Enter Name)		-	-
School District 9 (Enter Name)		-	-
School District 10 (Enter Name)		-	-
School District 11 (Enter Name)		-	-
School District 12 (Enter Name)		-	-
School District 13 (Enter Name)		-	-
School District 14 (Enter Name)		-	-
School District 15 (Enter Name)		-	-
School District - ALL OTHER		-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		12,014	-
Special Education Revenue			-
Grants			-
Stimulus			-
DYCD (Department of Youth and Community Developmt.)			-
Other			-
Other			-
TOTAL REVENUE FROM STATE SOURCES			-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	-

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	175,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	175,000

donation from Eximius Education Foundation

TOTAL REVENUE	175,000
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Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	175,000
Total Expenses	172,642
Net Income	2,358
Actual Student Enrollment	-
Total Paid Student Enrollment	168

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	31,667	CD salary for four months
Instructional Management	-	-	
Deans, Directors & Coordinators	1.00	25,000	Director of Instruction/Curriculum salary for four months for start up phase- will start search 10/1/11
CFO / Director of Finance	1.00	23,333	DFO Salary for four months
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	80,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

3.00	80,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	6,120	Payroll taxes at 7.65%
Fringe / Employee Benefits	350	Worker comp and disability
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	6,470	

TOTAL PERSONNEL SERVICE COSTS

3.00	86,470
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CONTRACTED SERVICES

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	-

SCHOOL OPERATIONS

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	We expect to receive free samples of each level for Curriculum research and writing.
Equipment / Furniture	-	
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,500	paper and general supplies, printing for student recruitment
Staff Development	-	
Staff Recruitment	7,500	initial funds to begin staff recruitment process
Student Recruitment / Marketing	5,000	To begin student recruitment
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	14,000	

FACILITY OPERATION & MAINTENANCE

Insurance	16,200	D & O insurance to begin 1/1/12; property and casualty for six months
Janitorial	9,000	
Building and Land Rent / Lease	15,972	\$2662 per month for lease payment
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	35,000	Deposit on electric service with estimated cost for six months.
TOTAL FACILITY OPERATION & MAINTENANCE	72,172	

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-

TOTAL EXPENSES

172,642

NET INCOME

2,358

Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	175,000
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Actual Student Enrollment	-
Total Paid Student Enrollment	168

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

Schenectady City School District	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
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EXPENSES PER PUPIL	-
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Eximius Academy Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

	175,000	-	-	-	-	-	175,000
Total Revenue	175,000	-	-	-	-	-	175,000
Total Expenses	38,712	10,162	36,192	29,192	29,192	29,192	172,642
Net Income	136,288	(10,162)	(36,192)	(29,192)	(29,192)	(29,192)	2,358
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	136,288	126,126	89,934	60,742	31,550	-
Net Income	136,288	126,126	89,934	60,742	31,550	2,358	2,358
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	-	-	7,917	7,917	7,917	7,916
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	-	-	6,250	6,250	6,250	6,250
CFO / Director of Finance	1.00	-	-	5,833	5,833	5,833	5,834
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	-	-	20,000	20,000	20,000	20,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	-	-	20,000	20,000	20,000	20,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	1,530	1,530	1,530	1,530	6,120
Fringe / Employee Benefits	350	-	-	-	-	-	350
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	350	-	1,530	1,530	1,530	1,530	6,470
TOTAL PERSONNEL SERVICE COSTS	3.00	-	-	21,530	21,530	21,530	86,470
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	750	-	750	-	-	-	1,500
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	3,750	-	3,750	-	-	-	7,500
Student Recruitment / Marketing	2,500	-	2,500	-	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	7,000	-	7,000	-	-	-	14,000
FACILITY OPERATION & MAINTENANCE							
Insurance	16,200	-	-	-	-	-	16,200
Janitorial	2,500	2,500	-	-	-	-	5,000
Building and Land Rent / Lease	2,662	2,662	2,662	2,662	2,662	2,662	15,972
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	10,000	5,000	5,000	5,000	5,000	5,000	35,000
TOTAL FACILITY OPERATION & MAINTENANCE	31,362	10,162	7,662	7,662	7,662	7,662	72,172
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	38,712	10,162	36,192	29,192	29,192	29,192	172,642
NET INCOME	136,288	(10,162)	(36,192)	(29,192)	(29,192)	(29,192)	2,358
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	136,288	(10,162)	(36,192)	(29,192)	(29,192)	(29,192)	2,358
Beginning Cash Balance	-	136,288	126,126	89,934	60,742	31,550	-
ENDING CASH BALANCE	136,288	126,126	89,934	60,742	31,550	2,358	2,358

**Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,292,836	375,438	-	-	7,020	2,675,294
Total Expenses	1,276,834	69,542	260,719	8,074	550,196	2,165,364
Net Income	1,016,002	305,896	(260,719)	(8,074)	(543,176)	509,930
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	143	25	-	-	-	168

SPED student count based on recommended NYS target percentage of 14.9%

PROGRAM SERVICES			SUPPORT SERVICES		
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL

REVENUE		CY Per Pupil Rate		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUES FROM STATE SOURCES									
Per Pupil Revenue	Schenectady City School District	12,014		1,718,002	300,350	-	-	-	2,018,352
	School District 2 (Enter Name)	-		-	-	-	-	-	-
	School District 3 (Enter Name)	-		-	-	-	-	-	-
	School District 4 (Enter Name)	-		-	-	-	-	-	-
	School District 5 (Enter Name)	-		-	-	-	-	-	-
	School District 6 (Enter Name)	-		-	-	-	-	-	-
	School District 7 (Enter Name)	-		-	-	-	-	-	-
	School District 8 (Enter Name)	-		-	-	-	-	-	-
	School District 9 (Enter Name)	-		-	-	-	-	-	-
	School District 10 (Enter Name)	-		-	-	-	-	-	-
	School District 11 (Enter Name)	-		-	-	-	-	-	-
	School District 12 (Enter Name)	-		-	-	-	-	-	-
	School District 13 (Enter Name)	-		-	-	-	-	-	-
	School District 14 (Enter Name)	-		-	-	-	-	-	-
	School District 15 (Enter Name)	-		-	-	-	-	-	-
	School District - ALL OTHER	-		-	-	-	-	-	-
	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,014		1,718,002	300,350	-	-	-	2,018,352
	Special Education Revenue			-	75,088	-	-	-	75,088
	Grants			-	-	-	-	-	-
	Stimulus			-	-	-	-	-	-
	DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-
	Other			-	-	-	-	-	-
	Other			40,000	-	-	-	-	40,000
	TOTAL REVENUE FROM STATE SOURCES			1,758,002	375,438	-	-	-	2,133,440
REVENUE FROM FEDERAL FUNDING									
	IDEA Special Needs			-	-	-	-	-	-
	Title I			250,950	-	-	-	-	250,950
	Title Funding - Other			-	-	-	-	-	-
	School Food Service (Free Lunch)			79,934	-	-	-	-	79,934
	Grants			-	-	-	-	-	-
	Charter School Program (CSP) Planning & Implementation			200,000	-	-	-	-	200,000
	Other			-	-	-	-	-	-
	Other			-	-	-	-	-	-
	TOTAL REVENUE FROM FEDERAL SOURCES			530,884	-	-	-	-	530,884
LOCAL and OTHER REVENUE									
	Contributions and Donations			-	-	-	-	-	-
	Fundraising			-	-	-	-	-	-
	Erate Reimbursement			-	-	-	7,020	-	7,020
	Earnings on Investments			-	-	-	-	-	-
	Interest Income			-	-	-	-	-	-
	Food Service (Income from meals)			3,950	-	-	-	-	3,950
	Text Book			-	-	-	-	-	-
	OTHER			-	-	-	-	-	-
	TOTAL REVENUE FROM LOCAL and OTHER SOURCES			3,950	-	-	-	7,020	10,970
	TOTAL REVENUE			2,292,836	375,438	-	-	7,020	2,675,294

assuming all spots will be filled, and preliminary reimb rate is approved.

SPED services estimated 50% with 20-60% services- \$5,700 per yr. per student

reimb for health services per student from student home district

based on approved 2010-11 rates, 80% participation, 47% free, 28% reduced

YR 1 CSP grant request

Assumes 90% discount rate based on FRPL population of 75%+

Assumes reduced rate @ .25 per meal w/all approved paying, \$1.50 Full Price meal w/25% paying of those able to

**Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

		2,292,836	375,438	-	-	7,020	2,675,294	
Total Revenue								
Total Expenses		1,276,834	69,542	260,719	8,074	550,196	2,165,364	
Net Income		1,016,002	305,896	(260,719)	(8,074)	(543,176)	509,930	
Actual Student Enrollment		-	-	-	-	-	-	
Total Paid Student Enrollment		143	25				168	SPED student count based on recommended NYS target percentage of 14.9%
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
	No. of Positions							
Executive Management	1	40,000	7,500	-	7,500	40,000	95,000	Director
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	1	70,000	-	-	-	-	70,000	Director of Curriculum
CFO / Director of Finance	1	-	-	-	-	70,000	70,000	Director of Finance & Operations
Operation / Business Manager	-	-	-	-	-	-	-	
Administrative Staff	3,000	16,000	-	-	-	68,360	84,360	Admin Assistant for Director, Registrar, Receptionist
TOTAL ADMINISTRATIVE STAFF	6.00	126,000	7,500	-	7,500	178,360	319,360	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	8	312,000	-	-	-	-	312,000	classroom teachers, 4 sections KG, 4-GR 1, start 8/1/12
Teachers - SPED	1	-	39,000	-	-	-	39,000	Special Ed teacher start 8/1/12
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	8	212,000	-	-	-	-	212,000	certified TA for each core classroom - to start 8/1/12
Specialty Teachers	5	175,500	-	-	-	-	175,500	FT PE teacher, FT Reading/ESL, FT Math, PT Art and Music for Yr 1, to start 8/1/12
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1	40,000	-	-	-	-	40,000	School Counselor/Parent Coordinator to start 8/1/12
Other	0.25	-	-	20,000	-	-	20,000	
TOTAL INSTRUCTIONAL	22.75	739,500	39,000	20,000	-	-	798,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1	-	-	40,000	-	-	40,000	to be reim by home districts- to start 8/1/12
Librarian	1	-	-	20,000	-	-	20,000	PT Librarian/extended day coordinator, to start 8/1/12
Custodian	1	-	-	32,000	-	-	32,000	Daily maintenance and cleaning, to start 7/1/12 to set up
Security	-	-	-	-	-	-	-	
Other	1.00	-	-	32,000	-	-	32,000	
TOTAL NON-INSTRUCTIONAL	3.50	-	-	124,000	-	-	124,000	
SUBTOTAL PERSONNEL SERVICE COSTS	32.25	865,500	46,500	144,000	7,500	178,360	1,241,860	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		66,211	3,557	11,016	574	13,645	95,002	7.65% of gross PR
Fringe / Employee Benefits		155,624	6,484	12,969	-	41,067	216,144	Health/Dental/Life based on actual 2011 rates from NYCON, raised 15% for 2012 to mirror industry standard for 2011, W/C, disability coverage included in Insurance package quote line 143 Comprehensive spreadsheet outlining costs and comparable coverages available upon request
Retirement / Pension		-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		221,834	10,042	23,985	574	54,712	311,146	
TOTAL PERSONNEL SERVICE COSTS	32.25	1,087,334	56,542	167,985	8,074	233,072	1,553,006	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	23,400	23,400	includes single audit for grant purposes and 990 filing- short form only needed for pre-opening yr, first complete audit conducted August 2013
Legal		-	-	-	-	12,000	12,000	no retainer needed, per quote from Couch, White, LLP- services to review charter documents, board compliance, lease and other contracts
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	79,934	-	-	79,934	contract with food service provider based on Fed reimb rates, no additional cost to School, amount calculated using approved 2011 Reimb rates for breakfast and lunch
Payroll Services		-	-	-	-	1,530	1,530	ADP Total Pay services, including W-2 and tax processing
Special Ed Services		-	8,000	-	-	-	8,000	\$20 per hr/ 10 hrs per week for OT/PT and Speech services- contracted out
Titelment Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	73,200	73,200	eSchools Data Management set up and training, Janitorial- 2 nights per wk
TOTAL CONTRACTED SERVICES		-	8,000	79,934	-	110,130	198,064	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	1,000	1,000	board training
Classroom / Teaching Supplies & Materials		1,500	-	-	-	-	1,500	basic classroom supplies average \$9 per student
Special Ed Supplies & Materials		-	2,500	-	-	-	2,500	testing and teaching aids
Textbooks / Workbooks		53,000	-	-	-	-	53,000	per quotes from Publishers for curriculum
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		15,000	2,500	-	-	9,000	26,500	15 rooms, 3 offices, 1 common area in YR 1, 4 room set up Yr 2-5, add 2 clerical YR 3- purchases to supplement furniture included in purchase of building
Telephone		-	-	-	-	7,800	7,800	based on quote from Tech Valley for Data & Phone
Technology		-	-	-	-	5,850	5,850	4 desktop workstations for offices, 1 for teachers, w/printers, 1 server- laptops will be purchased for teachers if grant funds are received
Student Testing & Assessment		7,500	-	-	-	-	7,500	AIMSWeb scoring and diagnostics
Field Trips		-	-	-	-	-	-	
Transportation (student)		45,000	-	-	-	-	45,000	one bus to run daily for YR 1
Student Services - other		-	-	12,800	-	-	12,800	Set of uniforms for each student, quoted by French Toast
Office Expense		-	-	-	-	4,000	4,000	paper, postage, general supplies
Staff Development		30,000	-	-	-	-	30,000	Professional development- eSchools, AIMSWEB, UbD Curriculum Design Dr. Helen Steutzel to support active learning model, Positive Action Character Develop Curriculum (AfterSchool Programs & Parent Training)- trainers to include Dr. Thomas Cavanaugh (Culture of Care), Dr. Hal Lawson (Comp. System of Learning Supports: Doug Lemov & Neal Currie School wide Classroom Behavior System).
Staff Recruitment		18,000	-	-	-	-	18,000	nationalwide advertising online & working with agency
Student Recruitment / Marketing		10,000	-	-	-	-	10,000	Lamar billboards, flyers to distribute, constant contact email service, Clear Channel radio spots, applying for grant funds to underwrite additional recruitment
School Meals / Lunch		-	-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Other		-	-	-	-	3,500	3,500	misc, bank fees, uncollected lunch fees
TOTAL SCHOOL OPERATIONS		180,000	5,000	12,800	-	31,150	228,950	
FACILITY OPERATION & MAINTENANCE								
Insurance		3,500	-	-	-	44,500	48,000	package quoted by Ten Eyck Group, includes liability, property, W/C, Disability, D & O- in effect 7/1/12, D & O effective 1/1/12
Janitorial		2,250	-	-	-	750	3,000	papergoods, supplies, general equipment
Building and Land Rent / Lease		-	-	-	-	31,944	31,944	lease based on 7% loan, 5yrs, \$250,000 base, int only 1st 12 mo, lease is paying Eximius Foundation, purchaser of Draper Bldg
Repairs & Maintenance		-	-	-	-	-	-	building maintenance included with lease agreement
Equipment / Furniture		3,750	-	-	-	3,750	7,500	lease of copier w/maintenance agreement
Security		-	-	-	-	2,000	2,000	Building includes State of the Art camera and alarm system, no need for outside security staff- cost is for monitoring fees
Utilities		-	-	-	-	67,900	67,900	based on actual historical usage of Draper Bldg, one wing, increased for 2 yrs of inflation
TOTAL FACILITY OPERATION & MAINTENANCE		9,500	-	-	-	150,844	160,344	
DEPRECIATION & AMORTIZATION								
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	25,000	25,000	per SED
TOTAL EXPENSES		1,276,834	69,542	260,719	8,074	550,196	2,165,364	
NET INCOME		1,016,002	305,896	(260,719)	(8,074)	(543,176)	509,930	

Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,292,836	375,438	-	-	7,020	2,675,294
Total Expenses	1,276,834	69,542	260,719	8,074	550,196	2,165,364
Net Income	1,016,002	305,896	(260,719)	(8,074)	(543,176)	509,930
Actual Student Enrollment						
Total Paid Student Enrollment	143	25				168

SPED student count based on recommended NYS target percentage of 14.9%

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Schenectady City School District	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-

REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

**Eximius Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013**

	352,240	3,333	360,628	11,722	360,628	11,722	411,988	150,534	399,441	50,534	399,441	163,082	2,675,294	
Total Revenue	352,240	3,333	360,628	11,722	360,628	11,722	411,988	150,534	399,441	50,534	399,441	163,082	2,675,294	
Total Expenses	128,394	200,167	182,945	175,390	175,390	179,965	180,090	180,990	182,865	205,090	187,450	186,625	2,165,364	
Net Income	223,846	(196,834)	177,683	(163,669)	185,238	(168,244)	231,898	(30,456)	216,576	(154,556)	211,991	(23,544)	509,930	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	2,358	226,204	29,370	207,053	43,385	228,623	60,379	292,277	261,821	478,397	323,841	535,831	2,358	
Net Income	226,204	29,370	207,053	43,385	228,623	60,379	292,277	261,821	478,397	323,841	535,831	512,288	512,288	
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.													
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
Schenectady City School District	12,014	336,392	-	336,392	-	336,392	-	336,392	-	336,392	-	336,392	-	2,018,352
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,014	336,392	-	336,392	-	336,392	-	336,392	-	336,392	-	336,392	-	2,018,352
Special Education Revenue	12,515	-	12,515	-	12,515	-	12,515	-	12,515	-	12,515	-	75,088	
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
TOTAL REVENUE FROM STATE SOURCES	352,240	3,333	352,240	3,333	352,240	3,333	352,240	3,333	352,240	3,333	352,240	3,333	2,133,440	
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title I	-	-	-	-	-	-	50,190	37,643	37,643	37,643	37,643	50,190	250,950	
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Food Service (Free Lunch)	-	-	7,993	7,993	7,993	7,993	7,993	7,993	7,993	7,993	7,993	7,993	79,934	
Grants														
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	100,000	-	-	-	-	200,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	7,993	7,993	7,993	7,993	58,183	145,636	45,636	45,636	45,636	158,183	530,884	
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	1,170	1,170	1,170	1,170	1,170	1,170	7,020	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	395	395	395	395	395	395	395	395	395	395	3,950	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	395	395	395	395	1,565	1,565	1,565	1,565	1,565	1,565	10,970	
TOTAL REVENUE	352,240	3,333	360,628	11,722	360,628	11,722	411,988	150,534	399,441	50,534	399,441	163,082	2,675,294	

**Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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

Total Revenue	2,675,294	3,717,333	4,782,448	5,650,103	6,596,598
Total Expenses	2,165,364	2,899,953	3,694,569	4,465,097	4,837,341
Net Income (Before Cash Flow Adjustments)	509,930	817,379	1,087,879	1,185,005	1,759,257
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	168	248	330	412	485

Year 1	Year 2	Year 3	Year 4	Year 5
2012	2013	2014	2015	2016

***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

Schenectady City School District	12,014
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,014

Per Pupil Revenue Percentage Increase

0.0%	0.0%	0.0%	0.0%	0.0%
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TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	2,018,352	2,979,472	3,964,620	4,949,768	5,826,790
Special Education Revenue	75,088	114,463	151,587	191,804	222,740

Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	40,000	41,200	42,436	43,709	45,020

TOTAL REVENUE FROM STATE SOURCES

	2,133,440	3,135,135	4,158,643	5,185,281	6,094,550
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	-	-	-	-
Title I	250,950	250,950	250,950	250,950	250,950
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	79,934	118,111	157,481	196,255	231,450

Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	200,000	200,000	200,000	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	530,884	569,061	608,431	447,205	482,400

LOCAL and OTHER REVENUE

Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	7,020	7,301	7,593	7,897	8,212
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	3,950	5,836	7,781	9,720	11,436
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	10,970	13,137	15,374	17,617	19,648

TOTAL REVENUE	2,675,294	3,717,333	4,782,448	5,650,103	6,596,598
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**Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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

		2,675,294	3,717,333	4,782,448	5,650,103	6,596,598
Total Revenue		2,675,294	3,717,333	4,782,448	5,650,103	6,596,598
Total Expenses		2,165,364	2,899,953	3,694,569	4,465,097	4,837,341
Net Income (Before Cash Flow Adjustments)		509,930	817,379	1,087,879	1,185,005	1,759,257
Actual Student Enrollment		-	-	-	-	-
Total Paid Student Enrollment		168	248	330	412	485
		Year 1	Year 2	Year 3	Year 4	Year 5
		2012	2013	2014	2015	2016
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	95,000	97,700	100,631	103,650	106,759
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	70,000	75,100	132,353	136,324	140,413
CFO / Director of Finance	1.00	70,000	75,100	77,353	79,674	82,064
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	3.00	84,360	86,891	134,138	138,162	142,307
TOTAL ADMINISTRATIVE STAFF	6.00	319,360	334,791	444,475	457,810	471,543
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	8.00	312,000	480,360	658,541	846,980	1,046,132
Teachers - SPED	1.00	39,000	40,170	81,375	83,816	86,331
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	8.00	212,000	326,360	447,391	758,090	738,226
Specialty Teachers	4.50	175,500	220,765	248,250	255,698	263,368
Aides	-	-	46,350	92,740	141,912	144,738
Therapists & Counselors	1.00	40,000	41,200	42,436	43,709	45,020
Other	0.25	20,000	20,600	20,600	46,350	47,741
TOTAL INSTRUCTIONAL	22.75	798,500	1,175,805	1,615,733	2,176,555	2,371,556
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	1.00	40,000	41,200	42,436	43,709	45,020
Librarian	0.50	20,000	20,600	41,218	42,455	43,728
Custodian	1.00	32,000	32,960	33,949	34,967	36,016
Security	-	-	-	-	-	-
Other	1.00	32,000	32,960	53,949	55,567	57,234
TOTAL NON-INSTRUCTIONAL	3.50	124,000	127,720	171,552	176,698	181,998
SUBTOTAL PERSONNEL SERVICE COSTS	32.25	1,241,860	1,638,316	2,231,760	2,811,063	3,025,097
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		95,002	125,331	170,730	215,046	231,420
Fringe / Employee Benefits		216,144	249,605	288,657	332,458	380,969
Retirement / Pension		-	156,520	215,601	277,450	298,860
TOTAL PAYROLL TAXES AND BENEFITS		311,146	531,456	674,988	824,954	911,249
TOTAL PERSONNEL SERVICE COSTS	32.25	1,553,006	2,169,772	2,906,748	3,636,018	3,936,346
CONTRACTED SERVICES						
Accounting / Audit		23,400	24,336	25,309	26,322	27,375
Legal		12,000	12,480	12,979	13,498	14,038
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		79,934	118,111	157,481	196,255	231,450
Payroll Services		1,530	1,591	1,655	1,721	1,790
Special Ed Services		8,000	8,320	8,653	8,999	9,359
Titelment Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		73,200	76,128	46,725	48,594	50,538
TOTAL CONTRACTED SERVICES		198,064	240,966	252,802	295,389	334,550
SCHOOL OPERATIONS						
Board Expenses		1,000	1,040	1,082	1,125	1,170
Classroom / Teaching Supplies & Materials		1,500	1,560	1,622	1,687	1,755
Special Ed Supplies & Materials		2,500	2,600	2,704	2,812	2,925
Textbooks / Workbooks		53,000	25,000	30,000	35,000	40,000
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		26,500	27,560	28,662	29,809	31,001
Telephone		7,800	8,112	8,436	8,774	9,125
Technology		5,850	17,500	42,000	43,680	45,427
Student Testing & Assessment		7,500	7,800	8,112	8,436	8,774
Field Trips		-	-	-	-	-
Transportation (student)		45,000	98,800	102,752	106,862	111,137
Student Services - other		12,800	13,312	13,844	14,398	14,974
Office Expense		4,000	4,160	4,326	4,499	4,679
Staff Development		30,000	31,200	32,448	33,746	35,096
Staff Recruitment		18,000	18,720	19,469	20,248	21,057
Student Recruitment / Marketing		10,000	10,400	10,816	11,249	11,699
School Meals / Lunch		-	19,152	19,918	20,715	21,543
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		3,500	3,640	3,786	3,937	4,095
TOTAL SCHOOL OPERATIONS		228,950	290,556	329,978	346,977	364,456
FACILITY OPERATION & MAINTENANCE						
Insurance		48,000	49,920	51,917	53,993	56,153
Janitorial		3,000	3,120	3,245	3,375	3,510
Building and Land Rent / Lease		31,944	31,944	31,944	31,944	31,944
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		7,500	15,300	15,912	16,548	25,510
Security		2,000	2,080	2,163	2,250	2,340
Utilities		67,900	71,295	74,860	78,603	82,533
TOTAL FACILITY OPERATION & MAINTENANCE		160,344	173,659	180,041	186,713	201,989
DEPRECIATION & AMORTIZATION						
		-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
		25,000	25,000	25,000	-	-
TOTAL EXPENSES		2,165,364	2,899,953	3,694,569	4,465,097	4,837,341
NET INCOME		509,930	817,379	1,087,879	1,185,005	1,759,257

**Eximius Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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

Total Revenue	2,675,294	3,717,333	4,782,448	5,650,103	6,596,598
Total Expenses	2,165,364	2,899,953	3,694,569	4,465,097	4,837,341
Net Income (Before Cash Flow Adjustments)	509,930	817,379	1,087,879	1,185,005	1,759,257
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	168	248	330	412	485

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012	2013	2014	2015	2016

ENROLLMENT - *School Districts Are Linked To Above Entries*					
Schenectady City School District	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	509,930	817,379	1,087,879	1,185,005	1,759,257
Beginning Cash Balance	-	509,930	1,327,309	2,415,188	3,600,194
ENDING CASH BALANCE	509,930	1,327,309	2,415,188	3,600,194	5,359,451

**Eximius Acader
PROJECTED BUDGET / OPERATING**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be
Tab Should Be For the First F

DESCRIPTION OF ASSUMPTIONS

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Actual Student Enrollment
Total Paid Student Enrollment

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
Schenectady City School District	12,014
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,014

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Developmt.)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

Conservative estimate for per pupil tuition increase- average in SCSD over the last 5 years has been 6%

assuming 100% enrollment with a 3% increase in aid per year

Averaged SPED services 20-60% with rate of \$5,700 per yr, per student

Nursing service reimb from SCSD- 3% increase per year

90% severe need based on SCSD 0809 approved Title I per student rate

80% total student part., based on approved 2010-11 rates, 47% Free, 28% reduced, 25% free

Assumes 90% discount rate based on FRPL population of 75%+

Assumes reduced rate @ .25 per meal w/all approved paying, \$1.50 Full Price meal w/25% paying of those able to

Eximius Acader		DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING		
<p>*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Tab Should Be For the First F</p>		
Total Revenue		
Total Expenses		
Net Income (Before Cash Flow Adjustments)		
Actual Student Enrollment		
Total Paid Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	No. of Positions	
Executive Management	1.00	COLA of 3% per year for all staff, bonus @ year 1 to make up for deferred wages
Instructional Management	-	
Deans, Directors & Coordinators	1.00	add SPED Coordinator in Yr 3, 3% increase per yr for returning staff
CFO / Director of Finance	1.00	3% increase per year
Operation / Business Manager	-	
Administrative Staff	3.00	Admin Asst for Director, Registrar, Receptionist, Add 1 clerical and 1 PT bookkeeper Yr 3
TOTAL ADMINISTRATIVE STAFF	6.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	8.00	3% inc per yr for returning staff, adding 4 sections (1 grade) per year,
Teachers - SPED	1.00	add additional teacher yr 3
Substitute Teachers	-	
Teaching Assistants	8.00	add 4 TA's per year. 3% increase for returning staff
Specialty Teachers	4.50	PE is FT YR 1, Art/Music PT to FT YR 3, Reading/ESL & ELL FT Yr 1, Math AIS PT YR 1 to FT YR 3, additional Specials Teacher Yr 2
Aides	-	add SPED aides as student population increases, per need, 3% increase per year for returning staff
Therapists & Counselors	1.00	School Counselor- 3% increase per yr for returning staff
Other	0.25	Data Accountability Coordinator trainee YR 1 & 2, FT YR 3
TOTAL INSTRUCTIONAL	22.75	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	1.00	Employee of School, reimb by contract with District, 3% inc per yr for returning staff
Librarian	0.50	PT Librarian/Extended day coordinator, FT YR 3, 3% increase per yr for returning staff
Custodian	1.00	FT for daily maintenance, 3% increase per year for returning staff
Security	-	
Other	1.00	Behavior Intervention specialist, add PT Extended Day Coordinator Yr 3, 3% increase per year for ret staff
TOTAL NON-INSTRUCTIONAL	3.50	
SUBTOTAL PERSONNEL SERVICE COSTS	32.25	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		7.65% of total payroll
Fringe / Employee Benefits		Used approved NYCouncil of Community Services rates for 2011 and increased them by 15% for 2012- 15% was average increase for 2011 based on the top 3 companies in the Albany area- single rate 494.05, +One 988.09, Family 1,334.34 per mo- 86% participation- in YR 1 15 Single, 8 +One, 4 Family- all employees paying 20%, budget figures also include Dental and Life Insurance- based on salary YR 2-5, rates increased 15%
Retirement / Pension		Assume 10% buy in to State Teacher's retirement program in Yr 2 for returning staff
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	32.25	
CONTRACTED SERVICES		
Accounting / Audit		Audit fees, including single audit for grant purposes and 990 filing per quote based on quote from Couch, White LLP
Legal		
Management Company Fee		
Nurse Services		contract with food service provider based on Fed reimb rates, no additional fees to School
Food Service / School Lunch		ADP total pay service
Payroll Services		OT/PT and Speech contracted out-based on quotes from service providers, dependent on needs of students- ave \$20 per hr, 10 hrs per wk
Special Ed Services		Ongoing contracts with eSchool Data for student/staff database, Janitorial Svce 2 times per wk
Tilement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		
SCHOOL OPERATIONS		
Board Expenses		Board Training, supplies
Classroom / Teaching Supplies & Materials		increase 4 classrooms per yr, 4% increase per yr
Special Ed Supplies & Materials		Testing supplies, educational tools
Textbooks / Workbooks		Each Yr purchase new set for new grade, plus consumables for returning grades, based on quotes from vendors
Supplies & Materials other		
Equipment / Furniture		15 rooms, 3 offices, 1 common area in YR 1, 4 room set up Yr 2-5, add 2 clerical YR 3, to supplement furniture included with lease of building
Telephone		Tech Valley Quote for phone & data service
Technology		4 desktop workstations for offices, 1 for teachers, w/printers, 1 server, Teacher laptops Yr 2, Room laptops Yr 3-5
Student Testing & Assessment		AIMSWEB scoring and diagnostic service
Field Trips		
Transportation (student)		add 2nd bus in YR 2, based on quote from transportation co used by SCSD
Student Services - other		uniforms for all students, increases based on student number and 4% increase, Quote from French Toast
Office Expense		paper, postage, printing, office supplies
Staff Development		Professional development- eSchools, AIMSWEB, Ubd Curriculum Design Dr. Helen Steutzel to support active learning model, Positive Action Character Develop Curriculum (AfterSchool Programs & Parent Training)- trainers to include Dr. Thomas Cavanaugh (Culture of Care), Dr. Hal Lawson (Comp. System of Learning Supports; Doug Lemov & Neal Currie School wide Classroom Behavior System).
Staff Recruitment		Nation wide advertising campaign
Student Recruitment / Marketing		Quotes from Lamar for Billboards, ClearChannel radio spots, contract w/constant contact for emails
School Meals / Lunch		summer program food costs based on USDA reimb rates, ave for breakfast and lunch \$3.80 per day, 168 students for 30 days
Travel (Staff)		
Fundraising		
Other		bank fees, misc
TOTAL SCHOOL OPERATIONS		
FACILITY OPERATION & MAINTENANCE		
Insurance		insurance package quoted by TenEyck Group- anticipating 4% increase per yr, liability effective 8/1/12, D & O 1/1/12
Janitorial		janitorial supplies, paper goods
Building and Land Rent / Lease		lease based on 7% loan, amortized over 30 yrs, \$400,000 base payable to Eximius Education Foundation
Repairs & Maintenance		building maintenance included with lease agreement
Equipment / Furniture		Lease of Sharp MDL-500 Yr 1, includes maint, add 1 copier YR 2, add third copier Yr 5
Security		fees for security maintenance contracts- fire, security
Utilities		estimate based on actual usage of space including rate increases over the past 3 yrs, inc 5% Yr 2-5
TOTAL FACILITY OPERATION & MAINTENANCE		
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		
		25K in first 3 years for dissolution: remainder in reserve
TOTAL EXPENSES		
NET INCOME		

<p style="text-align: center;">Eximius Academics PROJECTED BUDGET / OPERATING</p> <p style="background-color: #FFDAB9; text-align: center;">*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Tab Should Be For the First F</p> <p>Total Revenue Total Expenses Net Income (Before Cash Flow Adjustments) Actual Student Enrollment Total Paid Student Enrollment</p> <hr/> <p>ENROLLMENT - *School Districts Are Linked To Above Entries* Schenectady City School District School District 2 (Enter Name) School District 3 (Enter Name) School District 4 (Enter Name) School District 5 (Enter Name) School District 6 (Enter Name) School District 7 (Enter Name) School District 8 (Enter Name) School District 9 (Enter Name) School District 10 (Enter Name) School District 11 (Enter Name) School District 12 (Enter Name) School District 13 (Enter Name) School District 14 (Enter Name) School District 15 (Enter Name) School District - ALL OTHER</p> <p>TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL</p>	<p style="text-align: center;">DESCRIPTION OF ASSUMPTIONS</p>
<p>CASH FLOW ADJUSTMENTS OPERATING ACTIVITIES Example - Add Back Depreciation Other Total Operating Activities</p> <p>INVESTMENT ACTIVITIES Example - Subtract Property and Equipment Expenditures Other Total Investment Activities</p> <p>FINANCING ACTIVITIES Example - Add Expected Proceeds from a Loan or Line of Credit Other Total Financing Activities</p> <p>Total Cash Flow Adjustments NET INCOME Beginning Cash Balance ENDING CASH BALANCE</p>	

Attachment 7: Resumes/CVs of Founding Group Member, Prospective Board Member and School Employee

Karim Adeen-Hasan

BerylLeslie@aol.com

Schenectady, New York 12308

ADMINISTRATIVE MANAGER

An Administrative Manager with exceptional human relation skills and over 20 years experience in Administration, Human Resources and Management providing fiscal, strategic and operational leadership.

PROFESSIONAL EXPERIENCE

Affirmative Action Administrator 4

2006 – Present

NYS Office of General Services * Albany, New York

Serve as the Chief Diversity and EEO Officer managing the day-to-day operations for diversity and affirmative action for Office of General Services and six host agencies. Report directly to the Deputy Commissioner for Administration.

- Review, evaluate and resolve internal and external complaints of discrimination, sexual harassment and employee misconduct. Monitor all appointments; provide training and technical assistance to employees, managers and supervisors on issues related to diversity and affirmative action.
- Currently serve as the Chairperson, of the NYS Affirmative Action Advisory Council.

Affirmative Action Administrator 2

2005 – 2006

Bureau of Employee Relations – NYS Dept. of Health * Albany, New York

Assisted the Director of Human Resources Management & Operations in all areas of compliance with affirmative action / diversity mandates for the NYS Department of Health.

- Served as the lead investigator resolving internal / external allegations.
- Conducted arbitration, training / orientations on critical personnel issues including prevention.
- Assisted supervisors and managers with employees counseling and / or corrective disciplinary action.
- Served as the Reasonable Accommodation Coordinator for the NYS Dept. of Health.
- Administrated the DOH Commissioner's Recognition Award program.

Senior Personnel Administrator

1999 – 2005

Bureau of Employee Relations – NYS Dept. of Health * Albany, New York

Investigated and resolved employee relations issues via arbitrations, complaints, grievances, and allegations of misconduct.

- Developed and conduct training for DOH staff in Sexual Harassment Prevention and Drug Free Workplace.
- Served as the Reasonable Accommodation Coordinator for the NYS Dept. of Health.

Administrative Assistant

1998

Bureau of Management Services – NYS Dept. of Health * Albany, New York

Managed all purchases and maintenance of photocopiers and mailing equipment for the NYS Department of Health.

- Oversaw contracts for equipment in excess on \$ 1,500,000 dollars.

RESUME

JOSEPH L. ALLEN
[REDACTED]

Schenectady, NY 12307

Telephone: [REDACTED]

- **EDUCATION:** M.S. Educational Psychology, college of St. Rose, Albany, New York. December 1980.
- **Two Courses:** Abnormal Psychology, Black History, State University of New York at Albany, June 1970.
- **Two Courses:** Fundamentals of Group Work and Aggressive Adolescents, Boston University School of Social Work, Boston, MA., June 1964.
- **B. A. History and government, Minor Sociology, Kentucky State College, Frankfort, Kentucky, June, 1960.**
- **EMPLOYMENT: 1996 TO PRESENT:** I first ran for office in November, 1995. I was elected and took office January 1st, 1996. I have been fortunate to be re-elected twice. I have served as Chairman of the Claims, Public Safety and currently Chair of the Health and Recreation Committee.
- **1990 to 1996:** Director of Troy Community Urban Home.
Duties: Direct Staff and Youth in all activities related to a Rehabilitation Facility. Work out release plans for all youth who have demonstrated the ability to function in their Community. All Urban Homes closed and I transferred to be Supervisor of the Albany Intake Unit where I remained until I retired on April 30, 1999.
- **1972 – 1990:** Assistant Director, New York State Division of Youth, Albany Community Urban Home. 1986 Acting Director, Schenectady Community Urban Home. 1980 Acting Director, Gloversville Community Urban Home.
DUTIES: Supervise paraprofessional staff and assist Director and carry out duties of Director in his absence. Counsel youth and provide opportunities for youth in areas of employment, recreation, and social growth. Compiles detailed written reports along with analytical histories of youth.
- **1966 – 1972:** Youth Parole Worker, New York State Division of Youth.
Duties: Work along with referral source and Division of Youth facility in establishing discharge plans for youth. Follow-up youth after discharge, assisting youth to make adjustment in the community regarding work or school.

PETER F. STOLL

Troy, New York 12181

peter.stoll@neparentchild.org

EDUCATION:

UNIVERSITY AT ALBANY, Albany, NY

Ph.D. in Foundations of Education (Sociology), 1984

M.S. in Educational Communications, 1973

30 Graduate Hours in English/Education, 1968

B.A. in English/Comparative Literature, 1967

PROFESSIONAL EXPERIENCE:

NORTHEAST PARENT AND CHILD SOCIETY, INC., 1473 Erie Boulevard, Schenectady, NY
12304 (518) 346-1285 X 7552

Chief Compliance Officer	2011 to Present
Vice President of Quality Assurance and Strategic Initiatives	2009 to 2011
Vice President of Career Development	2007 to 2008
Vice President of Research and Development	2004 to 2006

- § Oversee development and implementation of Northeast Corporate Compliance Plan.
- § Successful re-accreditation of the agency by the Council on Accreditation.
- § Ensure integrity of Medicaid programs.
- § Develop, review and advise Board HR/QM Subcommittee on agency policies and procedures.
- § Ensure case record review processes for quality and compliance.
- § Created and secured funding for Northeast Career Development Program and new Career Development Center in 2006.
- § Secured grants and contracts from local, regional, state, national, federal, private, and governmental sources to enhance agency programs and capital projects.
- § Wrote/submitted \$28 million in grant requests and secured \$4.3 million for new programs.
- § Secured \$11 million DASNY funding for new Children's Home; \$1 million NYSERDA Energy Smart Loan; \$750,000 NYS Community Development Block Grant; and \$1.1 million USDOL YouthBuild Grant.
- § Designed and secured funding for new Energy Efficiency Workforce Training program in 2010 from US DOL (\$100,000), AmeriCorps Energy Corps (\$444,600), and NYSERDA Workforce Development Program (\$125,000).

TIMBER RESOURCES INTERNATIONAL, INC. (A Publicly Traded Corporation)

Managing Director, 2002 to 2004

- § Oversaw the Ecommerce Division.
- § Sold worldwide CD ROM, on-line and licensed access to The Wood Explorer database of over 1,600 wood species.
- § Established distribution and sales agreements with Barnes & Noble, FYE, and Victor

Multimedia (over 50,000 ecommerce stores.), Architectural Woodworking Institute

TECHNOLOGY ENTERPRISE, INC. (NYS For-Profit C Corporation), Troy, NY

President, 1997 to 2002

§ Founder and President of an educational technology for-profit company, which was purchased for a 70% equity position in October 2002 by Timber Resources International, a publicly traded company.

§ Strategic planner to NYS Office of Cyber Security and Critical Infrastructure Coordination and the NYS Forum for Information Resource Management (program coordination, Annual NYS Cyber Security Conference).

§ Curriculum designer for the NYS Office for Mental Retardation and Developmental Disabilities Distance Education and Learning Network.

§ NYS Office of General Services approved IT Backdrop Contractor offering 17 IT services.

§ Technology Job Path IT training and employment services funded by the Capital District WIB and NYS Vocational and Educational Services for Individuals with Disabilities.

EDUCATION, INC. NYS Non-Profit 501 (c) (3) Troy, NY and Laguna Beach, CA

Deputy Director, 1997 to 2002

§ A non-profit corporation providing statewide educational and technology solutions to public, private and charter schools funded by the NYS and California Departments of Education.

§ NYS Manager of Apple Corporation NYS Educational Software Contract.

§ Manager (under contract), Verizon Foundation.

§ Earned over \$4 million in technology service contracts/grants.

§ Grant contractor for NYS Capital Region Federal Empowerment Zone to HUD.

§ Received over \$1.5 million in Enterprise Community and economic development grants for job training, job creation, and small business support.

EDUCATION 21, INC. Virtual Learning and Training Center: Founder A 7,000 sq. ft. state-of-the-art technology facility funded by the Capital Region Enterprise Community, the Troy Enterprise Community, and the Troy Redevelopment Foundation.

LEARNING RESOURCES, INC. Founder and President A subsidiary 501(c) (3) Non-Profit Educational Software Corporation under Education 21, Inc. Produced, sold and licensed educational technology products to 9,000 NYS schools, including Microsoft Corporation and Dell Computers. Produced 19 web sites, 8 interactive and web-linked CD-ROM programs, web-based staff development programs, distance learning programs, and video programs.

NYS EDUCATION DEPARTMENT, Albany, NY

Deputy Director, The Center for Learning Technologies, Office of the Executive Deputy Commissioner of Education 1982 to 1996

Conducted Corporate Compliance initiatives including:

§ Advised and reported to the NYS Legislative Commission on Expenditure Review on NYS Hardware and Software Aid to Schools.

§ Wrote legislation and Commissioner's Regulations/amendments for NYS Hardware Aid to Schools (\$10 million annually); NYS Software Aid to Schools (\$7.5 million annually); Textbook Aid to Schools (\$10 million annually); and Library Aid (\$12 million annually).

§ Conducted large scale compliance reports for NYS Board of Regents: HIV/AIDS

Compliance and Curriculum in New York City Public Schools; Violence in New York City Public Schools.

§ Conducted audits of BOCES-driven Comprehensive Instructional Management System

resulting in significant penalties.

§ Conducted audit of BOCES Management and Instructional Technology COSER Services to 750 public school districts resulting in re-structuring of BOCES COSER processes.

§ Won \$30 million in industry grants, including: Microsoft Professional Development Program (\$1,200,000). Apple Partnership Program (\$7,500,000). IBM Joint Study (\$5,000,000).

§ Oversaw Regents Research Fund for Learning Technologies Media Distribution Network training 5,000 professionals annually at 45,000 sq. ft. Center for Learning Technologies in the Cultural Education Center.

§ Sold 17,000 video programs and 10,000 publications annually generating \$1.2 million in Regents revenue.

§ Oversaw \$9 million annually in Learning Technology Grants; Comprehensive Instructional Management System; Verizon Tele-computing Grants.

§ Strategic advisor to Chancellor, NY Institute of Technology Chancellor and Howard University President on Joint Center for Education and Technology.

§ Member, Apple Computer, Inc. National Education Advisory Board.

§ Advisor on telecommunications to the Coalition of Northeastern States Governors and US Congress Office of Technology Assessment.

§ Strategic advisor to Massachusetts Corporation for Educational Telecommunications and US Senator Kennedy on Star Schools Legislation.

§ Presented at over 50 conferences, including national telecommunications conference sponsored by the Appalachian Regional Commission/Tennessee Valley Authority and the Fifth World Conference on Computers in Education.

LEARNING SYSTEMS ENGINEERING, INC. (NYS For Profit C Corporation)

Vice President, 1994 to 1996

§ Designed and implemented a Brazilian national educational telecommunications network under contract to the World Bank.

HUDSON VALLEY COMMUNITY COLLEGE, Troy, New York

Media Producer, 1981 to 1982

§ Won NYS Council of Arts poetry grant and Kurzweil computer grant

RESEARCH FOUNDATION OF THE STATE UNIVERSITY OF NEW YORK

Project Manager, 1979 to 1981

§ Producer/Director of PBS prime time Mini Series, The Immigrants' Journey in America.

SCHOOL OF EDUCATION, UNIVERSITY AT ALBANY, Albany, New York

Teaching Fellow, Research Assistantships 1977 to 1979

§ Taught Ethnicity and Education, Intro to Sociology.

THE COLLEGE OF ST. ROSE, Albany, New York

Deputy Director, The Center for Developmental Studies 1973 to 1977

§ An HEOP-funded center providing developmental courses and transition services for at-risk young men and women enrolled in college.

§ Successfully Implemented HEOP programs at Albany County Jail and NYS Department of Correctional Services facilities.

SCHODACK CENTRAL SCHOOL DISTRICT, Schodack, New York

English Teacher (Certified) 1968 to 1972

§ Won NYS Council of Arts performing arts grant.

SELECTED PUBLICATIONS:

Books

- § *Technology Applications for Bilingual Education and English as a Second Language* by Peter F. Stoll (NYS Education Department: 1996).
- § *Technology in Instructional Support Services* by Peter F. Stoll (NYS Education Department: 1991).
- § *Long Range Plan for Technology in Elementary and Secondary Education in New York State* by Peter F. Stoll (NYS Education Department: 1990).

Articles

- § “T.N.T.: An Ambitious Network from the “Big Apple” State” by Peter F. Stoll (THE Journal (Technology Horizons in Education), Vol. 18: 1991).
- § “Emergent Policy Issues Related to the Learning Technologies and Telecommunications” by Peter F. Stoll (ERIC ED299959; published by the International Symposium on Government policies in Educational Technology, British Columbia, Canada, May 18-21, 1986.)
- § “The Expansion of Technology in New York State’s Schools” by Peter F. Stoll (ERIC ED342364: 1990.)
- § “Collaborative Technology Initiatives for Serving Persons with Disabilities in New York State” by Peter F. Stoll (ERIC ED299958; published by the Annual Meeting of the Council for Exceptional Children, Baltimore, January 15, 1988).
- § “Learning Technologies and Telecommunications in New York State: A Plan to Meet the Challenge” by Peter F. Stoll (ERIC ED299960: published by the World Congress on Education and Technology (Vancouver, British Columbia, Canada, May 22-25, 1986).
- § “Telecommunications and Distance Learning Systems in New York State” by Peter F. Stoll (ERIC ED299961: 1988).
- § “Toward a Seamless Society: Networking in Education” by Peter F. Stoll (ERIC ED302197: published by Learning Tomorrow: Journal of the Apple Education Advisory Council, 1988).

BOARD MEMBERSHIPS:

- § Brighter Choice Green Tech Charter High School
- § Eximus Academy Charter School
- § National Kidney Foundation
- § NYS Alliance for the Mentally Ill
- § US Department of Defense TRIAD Technology Transfer

[REDACTED]
[REDACTED]
[REDACTED]
Albany, N.Y. 12205

Kim D. Guy-Jonas

Objective Seeking High School Assistant Principal position, which allows me to utilize my strong leadership, managerial, visionary, organizational, communication, and interpersonal skills.

Certification SAS, SDA Provisional Certification (NYS)
English 7-12 Permanent Certification (NYS)

Administrative Experience Spring/Summer 2002
Assistant Principal
New Covenant Charter School Albany, N.Y.

Education May 2003
▪ C.A.S., Education Administration
University at Albany Albany, N.Y.

December 2002
▪ M. S. Education Administration
University at Albany Albany, N.Y.

May 1992
▪ M.A. Education
University at Albany Albany, N.Y.

June 1986
▪ Teacher Training
Pace University White Plains, N.Y.

May 1983
▪ B.A. English
University at Albany Albany, N.Y.

Education Related Leadership Experience
Camp Liberty Consultant (Governor Cuomo's Special Project)

Summer 2004 **Certification Specialist (New York State Education Department)**

Professional Organizations Who's Who Among America's Teachers (2004 & 2005), Phi Delta Kappa, Association for Supervision and Curriculum Development, The Fulbright Association.

References Available Upon Request

Biography of Wes Holloway

Vice-President of Diversity
Price Chopper Supermarkets

Wes Holloway is a native of Beaumont, Texas. He graduated from high school in 1958 and earned his Bachelor's in Economics from Prairie View A & M College. His ambition to work in the business world collided with the realities of segregation in the South and after passing a pre-employment statistics test, was awarded a position in Connecticut doing Statistical Cancer Research.

After passage of the Civil Rights Law in 1964, he was recruited by IBM and became a salesman in 1966. He held several management positions throughout the US and move to Albany in 1988 to Lobby the New York State Legislature for IBM.

Wes retired from IBM in 1992 and joined Price Chopper in 1994 to stimulate their diversity initiatives and direct corporate support to underserved communities. He was elevated to Vice-President of Diversity in 2005 and is very active with urban organizations, programs and projects. Wes also serves on several boards and became a Schenectady County Human Rights Commissioner in 2006.

Reneta Robinson

[REDACTED]
Wynantskill, NY 12198
[REDACTED]

Education:

Long Island University, Fall 2000
Master's in Public Administration
Concentration: Health Care Administration

Binghamton University, Spring 1997
Bachelors of Science in the Applied Social Sciences
Concentration: Human Development

Employment History:

Professional Experience:

Senior Administrative Analyst, 2007 – Present

NYS Office for People with Developmental Disabilities

Responsibilities: Deliver a wide range of quantitative and qualitative analysis to determine costs and maximize revenue in support of OPWDD's programs and activities.

- Participate in various revenue and budget initiatives pertaining to fiscal policy
- Instrumental in the development of the Ambulatory Patient Group reimbursement methodology in Article 16 clinics
- Determine the fiscal impacts on OPWDD's budgetary resources as a result of new or changing legislation
- Establish and trend reimbursement rates for voluntary and state plan services
- Program/policy evaluation
- Prepare and deliver presentations conveying findings of analysis, methods, and procedures to executive-level management and OPWDD Provider Association representatives
- Knowledge of Medicaid and funding mechanisms in public finance

Intensive Case Manager, 2005 – 2007

SCO Family of Services

Responsibilities: Provided case management services to persistent mentally ill children.

- Developed service coordination plans, while identifying specific client-centered needs
- Collaborated with a scope of service providers and ensured service plan goals were met, noting significant milestones in the process
- Built a rapport with clients and all stakeholders conducive to the care of individuals on assigned caseload

Coordinating Manager, 2001 – 2005

Woodhull Medical and Mental Health Center

Responsibilities: Coordination of service delivery for a spectrum of comprehensive, high-volume ambulatory care services in a hospital setting.

- Managed day to day operations for various out-patient services
- Supervised staff performing clerical functions
- Collaborated on projects involving multiple levels of staff and/or consultants on corporate-wide initiatives
- Requisitioned for supplies, equipment, and vendor contracts to sustain clinic operations
- Facilitated performance improvement projects that promoted staff morale and patient satisfaction
- Devised processes for the implementation and administration of grant-funded programs

Child Protective Specialist, 1997 – 2001

NYC Administration for Children's Services

Responsibilities: Investigated reports of child abuse and neglect in New York City.

- Responded to reports initiated with the NY State Central Register
- Substantiated or unfounded allegations of abuse/neglect on assigned caseload
- Referred clients for long term service planning
- Initiated Family Court petitions as deemed necessary

Instructional Positions

Current Candidate as an Instructional Facilitator

Dale Carnegie Training

Dale Carnegie Training local organizations in the U.S. have been accredited by the Accrediting Council for Continuing Education and Training (ACCET), recognized by the U.S. Department of Education
Courses of Instruction:

- Effective Communications and Human Relations
- High Impact Presentations

Other Positions

NYS Licensed Real Estate Sales Person

Responsibilities: Coordinated the sales of real estate property in multiple areas throughout New York State, including multi-family/single-family homes, condominiums, co-ops, and new construction homes.

Association with the following Real Estate Brokerage Firms:

- Paramount Real Estate Brokers LLC, Schenectady, NY, 9/09 - Pres
- Charles Rutenberg Realty, Plainview, NY, 6/07 - 12/07; 5/09 - 9/09
- Magic Home Realty Corp, Jamaica, NY, 3/06 - 6/07
- The Co-op Connection, Forest Hills, NY, 7/05 - 12/05

Professional Qualifications:

Certifications

Management Certificate from Cornell University, School of Industrial and Labor Relations, Spring 2009

Certificate of completion from the Public Management Institute, Spring 2009

The PMI program is a recognized program sponsored by the state of New York to employ highly qualified individuals to state service. The program consists of a two-year, intensive training curriculum and mentorship. Successful completion offers participants positions with increasing levels of responsibility within NYS government.

Fellowships:

Administrative Fellow, 2001

Jamaica Hospital

This fellowship was a collaborative between The Greater New York Hospital Association and The Institute for Diversity in Management. It was designed to bridge the gap for a more diverse representation in healthcare leadership positions. The fellowship offered substantial training opportunities, mentorship, and field placement, ensuring that each participant gained valuable experience and networking opportunities in preparation for leadership positions in the health management industry.

Computer Skills:

Proficient in major software programs that include, but are not limited to Microsoft Word, Excel, Access, PowerPoint, and Project

Awards:

Awarded the NYC Mayor's Graduate Scholarship, Spring 1999

Professional Associations/Memberships:

Office as VP of Public Relations, 7/09-6/10

Toastmasters International, Stratton VA Club

Responsible for fostering publicity, developing press releases, and coordinating events to enlighten the community of the existence and benefits of Toastmasters International.

Pi Alpha Alpha Honor Society for Excellence in Public Administration, Spring 2002

Inducted into this industry-related honorary society as a result of achieving a GPA of 3.78 in the Master's in Public Administration program at Long Island University.

[REDACTED]
Rexford, NY 12148

[REDACTED]
sistahsapphire@gmail.com

Elizabeth Simmons

Education	Southside High School High School Diploma	Memphis, TN
	Shelby State Community College Studied in the Nursing Program	Memphis, TN
Work Experience	Marcus Mosiah Garvey Institute and Teaching Academy Memphis, TN Co-Founder and Teacher <ul style="list-style-type: none">• Taught K-6th grade students• Responsible for after-school programming• Organized Kindergarten graduation and other extracurricular activities Sistah Sapphire Commercial Cleaning Service Memphis, TN Co-Owner <ul style="list-style-type: none">• Built the business from one client to more than ten major local businesses within the Memphis area Federal Express Memphis, TN Retired Team Leader <ul style="list-style-type: none">• Was responsible for the daily hub operation of my department• Supervised staff	
Related Experience	Doyle Middle School 21st Century After-School teacher <ul style="list-style-type: none">• Teach etiquette and jewelry making to middle school girls Sister's Helping Sisters and Associates Memphis, TN Co-Founder <ul style="list-style-type: none">• Organized an annual trip to West Africa• Offered self-help and empowerment workshops	Troy, NY

JAMES J. CELESTINE JR.

Albany, NY 12204

Experience: **SENIOR INVESTMENT OFFICER; N.Y.S. Office of the State Comptroller - New York State Common Retirement Fund-Pension Investments and Public Finance- Internally Managed Domestic Equity Unit**

November 1996- Present

- Portfolio manager and trader for the NYSCRF's **\$35 billion S&P 500 and \$800 million S&P Smallcap funds.**
- Provides monthly brokerage commission reports to the Chief Investment Officer.
- Responsible for producing the Fund's domestic equity holdings report (quarterly.)
- Developed the unit's trade order management system.
- Program manager for the unit's trade automation and straight through processing (STP) initiatives. The STP project will allow equity, fixed-income and money markets trades to flow electronically to the Fund's back office accounting system.
- Responsible for training junior investment staff on capital market concepts, equity trading techniques, electronic trading systems and portfolio optimization software.
- Responsible for the disposition of equity assets during manager transitions and private equity distributions.
- Assists on the review of external equity managers.
- Responsible for pre-trade and total portfolio risk analyses.
- Involved in the selection of various vendors used by NYS including equity broker dealers, custody banks and 529 plan program administrators.
- Updates the equity trading unit's policy and procedures (annually.)
- Assists internal audit staff with periodic risk assessment tests.
- Provides trading support to senior trading staff.

**ANALYST / RESEARCHER (graduate intern); N.Y.S. Office of the State Comptroller-
Division of Municipal Affairs, Bureau of Municipal Research and Statistics**

March 1995 - September 1996

- Performed cost/benefit evaluations on the State Comptroller's initiative to become a State Information Depository (SID) and other matters relating to SEC15c2-12.
- Prepared regional economic briefings for the NYS Comptroller.
- Assisted in the department's certification of advanced refundings
- Gave presentations on the municipal securities market.
- Evaluated bond counsel and underwriting proposals for the State's Tax-Exempt Commercial Paper program (dealers only) and the Local Government Assistance Corporation (LGAC.)

SUMMER ASSOCIATE; Smith Barney, Public Finance

June 1995 - August 1995

- Assisted in the drafting of financing proposals for municipal projects, including solid waste projects, general infrastructure financings, single family housing bonds and transportation.
- Performed historical global debt studies on the NY/NJ Port Authority, Mayo Foundation, and Howard University.
- Analyzed the department's internal bonds sold databases.
- Attended classes on debt structuring, arbitrage restrictions and municipal derivatives.

ANALYST (intern); N.Y.S. Dormitory Authority, Dept. of Financial Analysis and Planning

September 1992 - May 1993

- Responsible for analyzing the financial reports of various non-profit organizations utilizing fund accounting principles and ratio tests.
- Updated and distributed weekly debt issuance reports.
- Assisted in the verification of bids for the Authority's first competitive advance refunding.
- Assisted staff members on a \$ 1 billion financing for the State University of New York.

Education: M.A. Economics, B.S. Economics, University at Albany - State University of New York

Related Courses:

Public Finance, Financial Economics, Public Policy Analysis, Managerial Accounting, Financial Accounting, Micro/Macro Economic Theory, International Finance, Statistics, Econometrics, State and Local Finance, Financial Management

Computer Experience: Microsoft Office, Sungard InvestOne Accounting, Wilshire SAS, SPSS, Bloomberg, SDC Municipal Database, DRI, Instinet, ITG Triton

Pamela Y. Swanigan

East Greenbush, NY 12061 Cellular: 518-322-6525

EDUCATION

SYRACUSE UNIVERSITY, The Maxwell School of Public Administration and Citizenship

Master of Public Administration

Major: State and Local Government Finance

CORNELL SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

Public Management Institute, Management Certificate

MICHIGAN STATE UNIVERSITY, College of Urban Development

Bachelor of Arts

Major: Public Finance

Minor: Community Development

SUNYA, Department of Educational Administration and Policy Studies

Major: Advanced Graduate Certificate, School Building Leadership

Anticipated Completion, Spring 2011

Major: Education Administration, Ms

SUNYA, Department of Education Theory and Practice

Major: Teaching Social Studies, 7-12

New York State Licensed, Professional Certificate Anticipated Spring 2011

PROFESSIONAL EXPERIENCE

School Building Leader Internship, Albany Community Charter School, 01/11 to Present

Responsibilities include an Action Research project focusing on school culture, climate, and student discipline in the context of their ACCS Classroom Behavior System.

School Building Leader Internship, Troy City School District, 03/10 to 12/10

Assumed a full range of administrative responsibilities acting as assistant to the Assistant Superintendent on curriculum initiatives, budgeting process/procedures and resource management, collective bargaining and strategic planning.

Lead Founder, Eximius Academy Charter School, 3/10 to Present

Assembled a coalition of educators, community and business leaders to create a new charter school in the Schenectady City School district with a mission to prepare economically disadvantaged and culturally diverse students from Schenectady in grades K-5 to master 21st Century knowledge and skills by achieving academic excellence, and demonstrating integrity, commitment and positive relationships to build the bedrock values for success. Eximius Academy will close the academic achievement gap by ensuring that all students meet and exceed NYS Common Core Standards and are firmly on the pathway to become accomplished lifelong learners. Researched, planned and coordinated the writing of the charter school application for submission to the NYSED.

Director, M/WBE Program Management Unit, New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Fiscal Services, 44 Holland Avenue, Albany, NY 12229,

February 2008 - Present

Duties:

Directs the Minority Business Program to ensure OMRDD compliance with statutory and regulatory requirements under NYS Executive Law Article 15-A..

- Conducted a Cost Benefit Analysis to determine the feasibility of implementing an agency wide web based contract compliance system to improve efficiency given reduced staff resources.
- Consults with minority organizations and businesses, community leaders, and agency staff to identify barriers inhibiting minority businesses and organizations from competing for government contracts or funding for goods and services.

- Evaluates contract and consultant requirements, policies, and procedures to determine if requirements are unnecessarily restrictive and inhibit minority businesses from competition and, based on findings, recommends changes to facilitate minority business participation.
- Develops and revises manuals, procedures, policies, standards, guidelines, and reporting formats for the program.
- Reviews and interprets existing and revised laws, rules, regulations, and policies and assures that the agency and local governments, grantees, and other fund recipients are in compliance.

Senior Administrative Analyst/Public Management Intern, New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Property Supports and Services, 44 Holland Avenue, Albany, NY 12229, **June 2006 – February 2008**

Duties:

Serve as the assistant to the Director, of Property Supports and Services. Responsible for a variety of administrative tasks as assigned by the Director, including coordination of bureau-wide activities:

Prepare qualitative and quantitative analytical assignments relating to one or more of the units in the Property Supports and Services Bureau. These assignments involved being detailed on a short-term (no more than six months) basis to one of the units to assist with, undertake a major project, or short-term topic analysis:

- Analysis of unit workload to support recommendations for staffing changes
- Appraisal threshold analysis
- NYS Single Family Home Sales Data analysis – housing price trends
- Capital review thresholds
- YMCA Lease Review - Feasibility study review guidelines

Assist Bureau Director in implementing new or modified systems, prepared documentation of new systems. Assigned and managed a specific portfolio of activities in the area of property management.

Minority Business Specialist I, New York State Department of Environmental Conservation, 625 Broadway, Albany, NY 12233-5027, **July, 2000- June, 2006.**

Duties:

- Participate in the development and conduct of minority business outreach and assistance programs.
- Publicizes opportunities for minority-owned business to participate in government-funded projects or programs.
- Explain eligibility requirements to businesses and assists them in the certification procedure and in obtaining.

New York State Licensed Realtor, Weichert Realtors Northeast Group-Delmar Office, 318 Delaware Avenue, Delmar, NY 12054, January 2002- 2006.

Duties:

- Network, farm, and cold call to generate leads that are converted to listing and buyer agency transactions.

Teacher- World History and Geography, City School District of Albany, Academy Park, Albany, NY 12303 **September, 1998- 2002.**

Duties:

- Integrated curricula using teaming and thematic approach for world history and geography to 9th and 10th grade Regents and Special Education students.

Teacher- Global Studies, Berkshire Union Free School District, 13640 Route 22, Canaan, NY 12029-0370 **September, 1996-August, 1998.**

Duties:

- Developed and delivered grade appropriate lesson plans fostering critical thinking, analytical and evaluative skills.
- Taught social skills emphasizing communication, leadership and conflict resolution skills.
- Presented and trained students in a seven-step model of problem resolution and anger control.

Senior Certification Analyst, New York State Department of Economic Development, Division of Minority & Women's Business Development, One Commerce Place, Albany, NY 12245

September, 1994-November, 1995.

Duties:

- Researched the accuracy and validity of business and financial documents submitted by applicants seeking minority and women business enterprise status from New York State.

Executive Director, Educational, Training and Employment Center, Inc., Oakwood Presbyterian Church, 313 10th Street Troy, NY 12180

February, 1988-April, 1992

Duties:

- Developed and implemented a community based non-profit tax-exempt corporation, which was children and family focused. Effectively lobbied and secured start-up funds for non-profit organization.
- Launched a new academic and multicultural after school enrichment program, which focused on reading and math for students attending School 2 in Troy, NY.

Criminal Justice Program Analyst, New York State Division of Criminal Justice Services, Bureau of Statistical Services, Albany, NY 12303

December, 1983-November, 1992

Duties:

- Conducted extensive research projects that resulted in detailed publications on the state of crime in New York State.

Publications

"Restitution in New York State: An Analysis of Orders and Collections," May, 1991. (Pamela Y. Swanigan)

"Restitution in New York State: Recommendations for Improvements." June, 1990. (Sharon E. Lansing, et al)

"New York State Criminal Justice Processing: Felony Offenders Disposed." March 1986 (Pamela Y. Swanigan, et al)

Activities & Interests

Member, American Association of School Administrators

Member, National Alliance of Black Educators

Executive Committee, NAACP, Capital District Chapter

Statewide Board Member, Citizens Action of New York, Capital District Chapter

Tennis Coach for 15-Love, Junior WTT/USTA Division 14B-Team 3

Lori Ann Veshia

Warnerville, NY 12187

Home [REDACTED] Cell [REDACTED]

lveshia@yahoo.com

PROFESSIONAL EXPERIENCE

- 01/09- Director of Finance and Administration
Albany Institute of History & Art, Washington Ave, Albany, NY 12210
-Creation and maintenance of \$2.1M budget
-Grants-manage multiple grants for three departments ranging from \$1,500 to \$1M, including monitoring expenditures and fiscal reporting to state and federal agencies
-Oversee endowment portfolio with a current value of \$3.5m
-Responsible for all data entry, banking, payroll for 22 employees, AP and AR functions
-Month-end and year-end entries and reporting, quarterly presentation to committees and the full board
-Audit prep and interaction with outside firm
- 7/05 – 8/08 Business Manager
International Charter School of Schenectady, Rotterdam, NY 12306
-Ran business office, supervised two clerks, maintenance staff and clerical support staff
-Created and managed budget of \$7.8M per NYS Charter School guidelines
-Billed 8-10 districts for tuition payments for upwards of 800 students KG-8, billing occurred every other month per student
-Submitted and maintained multiple grant contracts, including \$389,000 Federal NCLB Title grants, completed all required fiscal reporting
-Site contact and bank financial contact for \$4.2M multi-phase building renovation project, reviewed bills, assisted with change orders, handled financing with the bank
-Payroll and all human resource responsibilities for over 80 employees, including tracking state certification requirements for each teaching staff member, holding training workshops, handling all insurance and legal claims
-Contract negotiation with outside vendors for transportation, food service, maintenance and supplies, completed all state-required paperwork for Free/Reduced Lunch subsidies
-Month-end and year-end close, including audit with outside firm, all monthly reporting and presentation to committees and full board at meetings
- 9/00-12/03 Assistant Controller/Purchasing Agent
C & S Building Materials, Inc. 25 Avis Drive, Latham, NY 12110
-Assisted contractors with orders, priced out siding and roofing projects, priced out window orders made at company plant in CT
-DMSI systems coordinator and onsite trainer- custom data base, inventory driven sales system, managed inventory of over \$500,000
-Ordered all siding and accessories, including inventory and cycle counts to verify inventory value and losses
-Monthly customer billing and follow up collections calls
- 9-98 – 9/00 Staff Accountant
Galesi Group PO Box 98, Guilderland Center, NY 12085
-Monthly accounting for nine commercial sites, including month end financials and analysis, bank reporting and budgeting
-Contact with site maintenance companies about expenses and budgeting

EDUCATION

College of St. Rose Western Ave., Albany, NY 12203

[REDACTED]

[REDACTED]

Microsoft Office Suite 2007
Lotus 123 Suite
Quicken and Quickbooks Pro 2009
Peachtree Basic Accounting
eSchools Database Management
Blackbaud-Financial Edge

20/20 Design Gr 6.2
DacEasy, One Write Plus
Thoroughbred Basic/Word Perfect
DMSI Database Coordinator
FundEZ Non-Profit Accounting System

ACHIEVEMENTS, ACTIVITIES AND INTERESTS

Cub Scouts- Den Leader and Cub Master Pack 30 Middleburgh 1991-1997
Middleburgh Little League-Safety Parent and League Secretary
Chairperson- Old Stone Fort Planning & Development Committee
Class B CDL License
Parent School Banking Volunteer

REFERENCES

[REDACTED]
Arrowhead Farm
Delanson, NY 12056
[REDACTED]

Phillip J. Barrett II-Project Manager
Bunkoff Construction Co. Inc.
[REDACTED]
Albany, NY 12205
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
Clifton Park, NY 12065
[REDACTED]

[REDACTED]
Delanson, NY 12056
[REDACTED]

[REDACTED]
Ravena, NY 12143
[REDACTED]

[REDACTED]

Ifrecak Singh

[REDACTED], New York, 12307 [REDACTED] [REDACTED]

Objective

Unit Manager, Academic Service, position allowing to demonstrate organization, customer service, communication, and project management skills proven by 10 plus years of successful, program coordination in the fields of education, healthcare and customer service.

Profile

Motivated, personable professional with 10 plus years successful experience coordinating projects in the fields of education, healthcare and customer service. Talent for generating innovative solution to work issues and improving programs to accomplish organization's mission. Community Liaison with a keen interest in the use of education to break the cycle of poverty. Culturally aware with demonstrated ability to build relationship with people from all cultural backgrounds. Ability to see the big picture while taking pride in accomplishing the small pieces to create positive results.

Skills Summary

- | | | |
|--------------------------|------------------|-----------------------|
| ◆ Project Management | ◆ Exceptional | ◆ Budget Oversight |
| ◆ Program Coordination | Customer Service | ◆ Written/Digital |
| ◆ Event Planning | ◆ ADA/IEP/TBI | Correspondence |
| ◆ Community | Accommodations | ◆ Report Preparation/ |
| Outreach//Integration | ◆ Marketing/ | Presentations |
| ◆ Supervision/Leadership | ◆ Promotions | ◆ Advising/Admission |

Professional Experience

Program Coordination/Project Management/Supervision

- ◆ Initiated and implemented one of Cornell University's best regarded community outreach programs:
 - Recruited college students, families and area organizations to participate in programs
 - Provided oversight, supervision and direction for projects
 - Wrote weekly progress reports and completed presentation for staff and board meetings
 - Evaluate program for impact and effectiveness, collect data and, implement changes
- ◆ Coordinated career exploration and college tour for 4th and 5th graders:
 - Communicated admission for St. Rose, Sage Colleges and University at Albany to organize program
 - Coordinated outing details including: transportation, program proposal, permission slips and admissions personnel and tour guide
 - Identified elements of daily school work with college path and career opportunities
- ◆ Coordinated community floral garden at neighborhood church/soup kitchen with local girls' group and City of Albany Department of General Services three years in a row:
 - Developed program proposal correspondences for City, church, and Delicate Diamonds Girls Group
 - Liaison with City Department of General Services to provide tools, mulch, compost and brown bags
 - Solicited donation of plants from community members and churches treasury department
 - Maintain relationship with program stakeholders to ensure project completion and renewal

Customer Service/Event Planning and Marketing

- ◆ *Implemented and facilitate programs to provide positive experience for patients recovering from major illness, as well as permanent residents in nursing facility.*
 - Establish a positive rapport while conducting initial patient assessment interviews weekly totaling over 700

- Introduced and promoted department programs to new patients and family members to maximize participation and satisfaction with programming
 - Generated increased family participation through creative programming including: resident floral garden, donation driven flea market and building positive relationships with clients and families
 - Increased program visibility through the use of photography, eye catching posters, newsletter and adding a new take on old programs
 - Functioned as a liaison between patients, families, social workers and nurses to ensure patients had a positive experience while at the facility
- ◆ Planned and managed events for groups from diverse cultural backgrounds and ages
 - Facilitated and set up for daily events during National Nursing Home Week for 160 residents
 - Coordinated several exhibit/gallery openings in Ithaca, Arts and Cultural Center, Albany International Airport-Arts and Culture Program, Albany University Museum, Albany Center Galleries and Neil Hellman Annual Student Art Show 2010.
 - Assisted with the development of press releases, updated website/ mailing list, & created poster card
 - Gain valuable event management experience while working as Stage Manager, Wardrobe Supervisors, and Assistant Director in theaters in Albany and Ithaca
- ◆ Led Macy's Department in Customer Satisfaction Surveys and new Credit Card applications
 - Effectively communicated program benefits to customers in a way that connected to their needs
 - Listened to costumers concerns or needs and matched those need with products Macys carried
 - Promoted twice from seasonal employee, to regular then again transferred to new store in spite of many job cuts

Employment History

PARSONS CHILD & FAMILY CENTER – Albany, NY

Teaching Assistant, 2008 to Present

ALL METRO HEALTHCARE – Albany, NY

Home/Community Service Worker-Traumatic Brain Injury(TBI) Specialist 1999 to present

ST. PETER'S HOSPITAL-Albany NY

Recreational Program Assistant-2006-2007

NEW COVENANT CHARTER SCHOOL-Albany, NY

Teaching Assistant/After School Program Assistant-2007-2008

CORNELL UNVERSITY-Ithaca NY

Program Coordinator-2001

BOYS AND GIRLS CLUB OF ALBANY-Albany, NY

Program Coordinator-1998-1999

MUGS AND MORE-Albany NY

Assistant Manager-1997-1998

Education /Certifications

PURSING MASTERS DEGREE -SAGE GRADUATE COLLEGE

SCHOOL COUNSELING PROGRAM-2012, GPA 4.0

BACHOLAR OF ARTS -STATE UNIVERSITY AT ALBANY – 2001, GPA 3.38

Volunteer/Members

New York State Counselors Association

Schenectady Weed & Seed-Community Empowerment Block Ambassador

Community Land Trust &Better Homes and Neighborhoods Member

Arbor Hill Church of Christ- Community Garden Initiative

Neil Hellman School Committees: Child Study Team, Year Book, Christmas Bazaar and Zumba

Shing sun Chiu

Albany, NY 12203 ♦ [REDACTED]

Chiu is capable to work as a librarian, a Chinese teacher, an information science person.

Areas of Expertise:

MS Access	MS Excel	MS FrontPage	MS PPT	MS Window	MS Outlook
Netscape	Word Perfect	Lotus Spread	X(H)TML	XML	CSS style
Macromedia Dreamweaver MX (CS4)		Adobe Photoshop	Typing speed 48/m	Video Producer	Java Script
Tool book	SQL C++	Smart Board	Shakespeare Chinese Desktop Publishing		

Language: English, Chinese (Mandarin, Cantonese, Shangnese)

Experience

Chinese teacher (summer), BOCES, Saratoga, NY, **2010 ; 2009; 2008**

- Help secondary school student to full fill and find more interesting in Chinese culture.

Assistant, Office of Mental Retard Developmental disabilities, Albany, NY, **2008 - 2009**

- Maintain web site, run and analyze report, research and help with outreach.

Labor Service Representative Trainee, NYS Department of Labor, Troy, NY, **2007**

- Responded phone calls with English and three Chinese dialects for claims, translate document between English and Chinese.

Chinese teacher, Chinese Community Center Chinese School, Albany, NY, **2007**

- Teach middle school Chinese children Mandarin Chinese.

Librarian intern, NYS Economic Development Library, **2006 - 2007**

- Help client with reference question, cataloging, records and file managing.

Rail road conductor trainee, CSXT freight train, Selkirk, NY, **2005 – 2006**

- Conduct train moves, switch the switches for trains.

Project helper, Center for Human services Research of UAlbany, **2006**

- Use Chinese Cantonese to translate and lead the focus group.

Office assistant, Olen Incorporation, Cohoes, NY, **2004 – 2006**

- Web design and maintain, searching information on web sites, administrative related job.

IT intern, New York State coalition Against Domestic Violence, **2005**

- Help office set up and install new programs, help with program using problems.

IT intern, Center for Excellence in Teaching & Learning, UAlbany, NY, **2004**

- Help develop and maintain web sites, answering students 'questions.

Record manager, Albany county Hall of Records, Albany, NY, **2000 – 2001**

- Work on inventory records with all the Police Stations in Albany.

Experience continued:

Editor and Translator, Asian Impact Ministries, Hong Kong, China, **1993 - 1995**

- Edit and translate English to Chinese for bible teaching and training material for Dallas Theological Seminary of U.S.

Secretary, BM (HK) Co. Hong Kong, China, **1991 – 1992**

- Secretary for the business, and student supervisor for after school high school student program.

Secretary, Finnpap (HK) Ltd, Hong Kong, China, **1990 – 1991**

- Contact with overseas and local customers, documentation, reporting.

Chinese teacher, Community center and Christian organizations, Hong Kong, China, **1987 - 1992**

- Teach Mandarin to Hong Kong local people and Chinese to westerners.

Education

UAlbany, MSIS

UAlbany, B.A.

Maria College, A.A.S.

Hong Kong Baptist Theological Seminary, B.A. in Religious Study, not finish

Hong Kong Yuk Sink College, Executive Secretary Diploma

Hong Kong Lutheran College, B.A. in Business Administration, not finish

Community

Taiwanese American Association, present

Chinese Community Center Chorus, present

Sermon translator from English to Chinese at the Church, 2005-2006

Tackling Racism at Albany County, 2001-2004

Policy Council Member at Albany Head Start, 1999-2000

Harbin Twenty-four Hospital, 1983

Awards

2003 Initiatives for Women Annual Award, 2003

Certificate

CITI course in The Protection of Human Research Subjects.

Asia N. Peek

East Greenbush, NY, 12061

EXPERIENCE

Fiscal Analyst, NYS Senate, Majority Office of Fiscal Integrity February, 2010 – March 2011

- Constantly utilize Microsoft Excel to manage and review financial/fiscal budgetary data and information. Coordinate with Thirty-two (32) Senate Democratic Majority (SDM) member offices to create a list and draft member line item appropriations for the SDM share of the annual multimillion Senate member item allocation. Monitor SDM member item re-appropriations and determine required re-appropriation amounts, annually. Respond to all SDM member item status inquiries. Rapidly learn and master varied computer programs. Successfully interact on a near daily basis with executives and professionals. Use listening and verbal skills to reach reasonable and productive solutions. Work effectively both individually and within a team environment to accomplish goals under strict deadlines. Develop thorough understanding of the NYS budget process.

Chart Procurement Specialist, MVP Health Care August 2009 – February 2010 via Select Staffing, Schenectady, NY

- Traveled to healthcare providers offices to procure patient chart information. Involved managing mine and the schedules of multiple busy physician's offices to gain access to confidential patient information. Refined time management skills and the ability to productively interact with professionals and their multifaceted staff.

Intern, First Interstate Bank, Laramie, WY May, 2008 – July 2008

- Worked within various banking departments and experienced the functioning operations of and synergistic activities between each banking area; wealth management, credit and auditing, commercial lending etc.

Patient Care Associate, Albany Medical Center, Albany, NY July, 2006 – August, 2007

- Functioned as a member of the patient centered health care team under the supervision of a Registered Professional Nurse in giving and documenting direct patient care, assisting patients in completing activities of daily living, maintaining mobility and assuring safety, providing technical support, assuring the safety and cleanliness of the unit, as well as maintaining supplies and equipment, and safely and accurately transcribing physician orders. Refined my ability to find a number of creative solutions to any problems that appear.

Microbiological Research Assistant, Florida A&M University, Tallahassee, FL Summer 2005

- Aided in research analyzing the genetic difference between virulent and non-virulent strains of *Streptococcus pneumoniae*. Ordered and organized tools, machinery and supplies and ensured their sterility. Catalogued *S. pneumoniae* samples. Cultured pure single colonies of *S. pneumoniae* on which to perform experiments. Extracted DNA from *S. pneumoniae* samples. Explored genetic sequences and recorded found data. Refined my ability for critical and statistical analysis

Ecological Research Assistant, Florida A&M University, Tallahassee, FL Summer 2005

- Aided in the research of genetic drift taking place in various amphibian populations native to the Northern Florida Panhandle region. Collected specimens of Florida native frogs, newts and toads for tissue samples. Preserved and catalogued tissue samples for genetic comparison. Recorded and compiled statistical data pertaining to amphibian allelic drift in Microsoft Excel spread sheets. Used Pearson's Chi-squared (X^2) test to analyze deviation using observed genotypic frequencies from the data and expected genotypic frequencies from the Hardy-Weinberg Theorem. Refined my ability for critical and statistical analysis

EDUCATION

Masters of Business Administration, August 2007 - May 2009, *University of Wyoming*, Laramie, WY

Projects: **Business Plan Competition**- Involved market research and analysis, Cost projection and analysis, Cash flow projection and analysis.

Company Analysis – Involved Regression analysis and estimation of β_a and β_e for Capital Asset Pricing Models for multiple prospective assets.

BS Biology, August 2002 - April 2006, *Florida A&M University*, Tallahassee, FL

SKILLS:

Proficient in Microsoft Office, IBM Lotus, SPSS and Crystal Ball. Basic knowledge of HTML.

EXIMIUS - ATTACHMENT 7

HAL A. LAWSON: ABBREVIATED CURRICULUM VITAE

Work Addresses: School of Social Welfare; and
Department of Educational Administration and Policy Studies
The University at Albany, State University of New York
212 Richardson Hall
135 Western Avenue
Albany, NY 12222



ACADEMIC INTERESTS

School-family-community partnerships focused on vulnerable children, families, and neighborhood communities and structured for Cradle-to-Career (B-16) pathways and outcomes; child-focused, family-centered, and community development-oriented complex change initiatives structured to address multiple disparities; the relationship among professional, liberal, and interprofessional education; evidence-guided organizational learning and improvement, including organizational and inter-organizational team development and optimization.

Education

B.A.	Oberlin College	1966
M.A.	University of Michigan	1967
Ph.D.	University of Michigan	1969

EMPLOYMENT HISTORY

Professor, School of Social Welfare and Department of Educational Administration and Policy Studies, School of Education, The University at Albany, State University of New York, January 2000-present.

Special Assistant to the Vice President for Academic Affairs and Provost, Ualbany-SUNY: Responsible for outreach, interdisciplinary research, and interprofessional education concerning vulnerable children, youth, families, and communities, January 2000 to present.

Professor, Graduate School of Social Work, University of Utah, Salt Lake City, UT, September, 1997-December, 1999. Faculty Research Associate, Social Research Institute.

Responsibilities included advising all first year doctoral students; leadership for faculty development; and, interprofessional education and interdisciplinary research focused upon the well-being of vulnerable children, youth, and families; interprofessional collaboration and service integration; and, school-family-community partnerships.

Coordinator of Faculty Development, School of Education and Allied Professions, Miami University, Oxford, Ohio, 1996-1997 (part-time appointment).

ACADEMIC RECOGNITION

National Advisory Board, Initiative for Repositioning Child Welfare, American Public Human Services Association and the Casey Family Foundation, 2007.

Visiting International Scholar, University of Queensland, Brisbane, Australia, May-June, 2007.

National School Leadership Development Network, Coalition of Community Schools and Institute for Educational Leadership (funded by the Met Life Foundation), 2006-present

National Advisory Board, School Mental Health Project, National Center for Mental Health in Schools, Department of Psychology, UCLA, 2004-

Distinguished Service Award for Inner-city Neighborhood Communities, St. Johns Development Corporation and POWER, INC., Albany, NY, 2003.

International Advisory Board, Dutch National Center for Education and Youth Care Policy, Amsterdam, The Netherlands, 2000-2006

Charles Stewart Mott Foundation Evaluation Task Force of the 21st Century Community Learning Centers (U.S. Department of Education), Washington, DC, November, 1998.

Steering Committee, National Coalition for Cohesive Policy in Addressing Barriers to Student Learning. National Center for Children's Mental Health in Schools, UCLA, Los Angeles, CA.

National Advisory Committee, Linking School Reform and Comprehensive Services for Missouri Children and Families, Missouri Department of Education, 1996-1997.

National Network of Interprofessional Education and Training Networks, 1994-1997.

Visiting Distinguished Professor, College of Social Science, Florida Atlantic University, Florida Atlantic University, Boca Raton, FL, November, 1993.

National Commission on Leadership for Interprofessional Education, 1993-1995.

Associate, Institute for Educational Inquiry Leadership Program, National Network for Educational Renewal, John I. Goodlad, Director, 1992-present.

Member, National Service Integration Resource Network; Sponsored by National Center for Service Integration and the U.S. Department of Health and Human Services.

EXAMPLES OF PUBLICATIONS

Refereed Journal Articles

(T. Alameda-Lawson, first author). (in press). Social workers' roles in facilitating the collective involvement of low-income, culturally diverse parents in an elementary school. *Children & Schools*.

(D. Anderson-Butcher, first author). (in press). Capacity-building innovations developed by pilot schools and districts implementing a community collaboration model for school improvement. *Journal of Educational and Psychological Consultation*.

(D. Anderson-Butcher, first author). (in press). Emergent evidence in support of a community collaboration model for school improvement. *Children & Schools*.

Lawson, H. (2010). Needs and opportunities for social work leadership in emergent P-16 initiatives. *Children & Schools*, 32(1), 51-60.

(2010). Expanded school improvement planning focused on the whole child. *Impact on Instructional Improvement*, forthcoming in January.

(2009). A research and development framework for the school dropout problem. *Advances in School Mental Health Promotion*, 2(1), 56-67.

(M. Mancini, first author). (2009). Facilitating positive emotional labor in peer-providers of mental health services. *Administration in Social Work*, 33(1), 3-22.

(2009). An appreciation and a selective enhancement of the developing model for university-assisted community schools. *Universities and Community Schools*,.

(Anderson-Butcher, D., Lawson, H., et al.). (2008) Community collaboration to improve schools: Introducing a new model from Ohio. *Children and Schools*. 30(3), 161-172.

(J. Caringi, first author). (2008). Child welfare design teams: An intervention to improve workforce retention and facilitate organizational development. *Research on Social Work Practice*, 18(6), 565-574.

(with N. Claiborne, et al.) (2007). Deriving theories of change from successful community development partnerships for youths: Implications for school improvement. *American Journal of Education*, 114 (November), 1-40.

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(with N. Claiborne, first Author). (2005). An intervention framework for collaboration. *Families in Society: The Journal of Contemporary Human Services*, 86(1), 93-103.

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(with D. Anderson-Butcher, et al.), (2003). Design teams as learning systems for complex systems change: Evaluation data and implications for higher education. *Human Behavior in the Social Environment*, 7(1/2), 159-179.

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(1999). Journey analysis: A framework for integrating consultation and evaluation in complex change initiatives. *Journal of Educational and Psychological Consultation*, 10, 145-172.

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(M. Surko, first author). (1999). Launching a journey analysis of a community school initiative. *Universities and Community Schools*, 6(1-2), 25-48.

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Books

A. Sallee, H. Lawson, & K. Briar-Lawson. (Eds.). (2001). *Innovative practices with vulnerable children and families*. Dubuque, IA: Eddie Bowers Publishers, Inc.

(K. Briar-Lawson, H. Lawson, et. al.). (2001). *Family-supportive policy practice: International perspectives*. New York: Columbia University Press.

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Monographs

Lawson, H. & Anderson-Butcher, D. (2007). *Launching comprehensive educational reform for the new century workforce: Developing knowledge, lessons learned, and policy recommendations from five local P-16 councils in Ohio*. Cincinnati, OH: KnowledgeWorks Foundation.

Lawson, H., & Claiborne, N., et al, (2005). *Initiating retention planning in New York State public child welfare agencies: Developing knowledge, lessons learned and emergent priorities*. Albany, NY: The New York State Social Work Education Consortium.

Anderson-Butcher, D., Lawson, H. et al. (2004). *Ohio's community collaboration model for school improvement: A resource guide*. Columbus, OH: Ohio Department of Education.

(with L. Bronstein & P. McCallion). (2004). *A guide to developing coalitions and collaborations*. Albany, NY: NYS Office of Aging.

(K. Briar-Lawson, first author). (1998). *From Parent Involvement to Parent Empowerment and Family Support: A Resource Guide for School Community Leaders*. Oxford, OH: The Danforth Foundation & The Institute for Educational Renewal at Miami University

(With K. Briar-Lawson). (1997). *Connecting the dots: Progress toward the integration of school reform, school-linked services, parent involvement and community schools*. Oxford, OH: The Danforth Foundation & The Institute for Educational Renewal at Miami University.

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Commissioned Reports

Wade-Mdivanian, R., Anderson-Butcher, D., Lawson, H., & Drew, H. (2009). *A resource map for extended learning opportunities in Ohio*. Columbus, OH: Ohio Department of Education and Ohio Afterschool Network.

Anderson-Butcher, D., Lawson, H., & Wade-Mdivanian, R. (2009). *Expanded, accelerated, and connected learning: A case study of Akron's pioneering school-community initiative*. Columbus, OH: Ohio Department of Education and Ohio Afterschool Network.

Lawson, H., & Caringi, J. (2008). *Team facilitator training for practice teams*. Albany, NY: Social Work Education Consortium, School of Social Welfare, University at Albany, SUNY.

Lawson, H., Caringi, J., Strolin, J., with Dorn, N., & Sherman, R. (2008). *Team facilitator training for retention-focused child welfare design teams*. Albany, NY: Social Work Education Consortium, School of Social Welfare, University at Albany, SUNY.

Lawson, H. (2007). *A brief on school-linked mental health services*. Center for the Improvement of Mental Health Practices in Schools, University of Missouri, Columbia, MO.

Lawson, H., & Anderson-Butcher, D. (2007). *Lessons learned from P-16 local councils in Ohio*. Cincinnati, OH: KnowledgeWorks Foundation.

Lawson, H. (2006). *Principals' orientations, roles, and responsibilities in expanded models for school improvement*. Prepared for the Ohio State University Research Foundation and the Ohio Department of Education, May. (100 pages)

Lawson, H. (2006). *Developmental milestones for school districts' comprehensive, continuous, improvement plans in support of expanded school improvement models*. Prepared for the Ohio State University Research Foundation and the Ohio Department of Education, May. (56 pages)

(with D. Anderson-Butcher, E. Byrnes, et al.) (2006). *A utilization-focused evaluation of birth and beyond*. Multi-method evaluation study of a complex prenatal, home visiting, and family support initiative in multiple sites in Sacramento, CA. Completed for the Child Abuse Prevention Council of California.

(with N. Claiborne). (2005). *Final evaluation report for the New York State ACT for youth community development partnerships*. Theory of change evaluation completed for the Center for Adolescent Medicine, Mt. Sinai Medical Center, New York, New York.

(2005). *Evaluation Report for Greene County NYS ACT for Youth Initiative*. Evaluation of organizational changes developed by the partnership; completed for the Center for Adolescent Medicine, Mt. Sinai Medical Center, New York, New York.

(M. McCarthy, first author, et al.) (2003-2004). Workforce turnover and retention evaluation reports, including overall summaries and individualized reports for 26 counties. Albany, NY: Social Work Education Consortium located at the University at Albany's School of Social Welfare.

(with D. Anderson-Butcher & C. Barkdull). (2002). *The Learning Plus Evaluation Phase 3: Cross-cutting findings from ten schools and recommendations for action*. Prepared for the Salt Lake City School District, Salt Lake City, UT. May.

(D. Anderson-Butcher, first author). (2001). *An Evaluation report for the Covington community schools initiative*. Prepared for the Covington Community Center and the Covington School District, Covington, KY.

(with D. Anderson-Butcher, et. al.). (2000). *The Learning Plus evaluation, phase 1: Assessing implementation dynamics, documenting progress indicators and achievements, clarifying key program features and interventions, identifying needs and lessons learned, and paving the way for an outcomes evaluation*. Prepared for the Salt Lake City School District, Salt Lake City, UT.

(and Associates). (1999). *Developing caring school communities for children and youth: Unity of purpose for strong families, schools, community agencies and neighborhood organizations*. An interprofessional leadership guide for facilitators, prepared for the Missouri Department of Elementary and Secondary Education, Jefferson City, MO.

(with C. Barkdull). (1999). *Developing caring school communities for children and youth: Integrating school reform and caring communities*. A curriculum guide prepared for the Missouri Department of Elementary and Secondary Education, Jefferson City, MO.

(with N. Harris, K. Khaja, & E. Soto). (1999). *Launching a journey analysis evaluation of the child welfare design team in relation to systems changes in the El Paso County Department of Human Services*. Salt Lake City, UT: Graduate School of Social Work, University of Utah.

Book Chapters

(in press). Collaborative, democratic professionalism aimed at mobilizing citizens to address globalization's challenges and opportunities. In W. Roth & K. Briar-Lawson (Eds.), *Globalization and the helping professions*. Albany, NY: SUNY Press.

(2009). Collaborative practice. In T. Mizrahi & L. Davis, (Eds.), *The encyclopedia of social work* (pp. 341-347). New York: Oxford University Press.

(with K. Quinn, R., Miller, & E. Hardiman). (2006). Mental health needs and problems as opportunities for expanding the boundaries of school improvement. In R. J. Waller (Ed.), *Fostering child and adolescent mental health in the classroom* (pp. 293-309). Thousand Oaks, CA: Sage Publishers.

(2003). Pursuing and securing collaboration to improve results. In M. Brabeck and M. Walsh (Eds.), *Meeting at the hyphen: Schools-universities-communities-professions in collaboration for student achievement and well being* (pp. 45-73). The 102nd Yearbook of the National Society for the Study of Education Yearbook. Chicago: University of Chicago Press.

(J. Devine, J., first author). (2003). The complexity of school violence: Commentary from the USA. In P. Smith (Ed.), *Violence in schools: The response in Europe* (pp. 332-350). London: Routledge.

(2002). Strengthening democracy by expanding the boundaries of school reform and developing caring school communities for children, youth, and their families. In W. Sailor (Ed.), (2002). *Whole-school success and inclusive education: Building partnerships for learning, achievement, and accountability* (vii-xii). New York: Teachers College Press.

(K. Briar-Lawson, first author.). (2001). The Meaning and significance of families and threats to their well being. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 21-49). New York: Columbia University Press.

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(K. Briar-Lawson, first author). (2001). Meaningful, gender-equitable work and family well being. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 76-114). New York: Columbia University Press.

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(with K. Briar-Lawson, et. al.) (2001). Key sensitizing concepts, a family policy continuum, and examples from the IYF. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 115-152) New York: Columbia University Press.

(with K. Briar-Lawson & C. Hennon). (2001). Analyzing policy impacts and making strategic policy choices for families and helping professions. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 153-184). New York: Columbia University Press.

(with K. Briar-Lawson). (2001). New century investment strategies and social action agendas for the world's families. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 377-388). New York: Columbia University Press.

(2001). Introducing globalization's challenges and opportunities and analyzing economic globalization and liberalization. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 293-337). New York: Columbia University Press.

(2001). Globalization, flows of culture and people, and new century frameworks for family-centered policies, practices, and development. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 338-376). New York: Columbia University Press.

(2001). Back to the future: New century professionalism and collaborative leadership for comprehensive, community-based systems of care. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 393-419). Dubuque, IA: Eddie Bowers Publishers, Inc.

(with N. Petersen & K. Briar-Lawson). (2001). From conventional training to empowering design teams for collaboration and systems change. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 361-392). Dubuque, IA: Eddie Bowers Publishers, Inc.

(With C. Barkdull). (2001). Gaining the collaborative advantage and promoting systems and cross-systems change. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 245-270). Dubuque, IA: Eddie Bowers Publishers, Inc.

(With D. Anderson-Butcher). (2001). In the best interests of the child: Youth development as a child welfare support and resource. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 291-322). Dubuque, IA: Eddie Bowers Publishers, Inc.

(P. Van Wagoner, first author, et. al.). (2001). Introducing child welfare neighborhood teams that promote collaboration and community-based systems of care. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 323-360). Dubuque, IA: Eddie Bowers Publishers, Inc.

(with K. Briar-Lawson). (2001). Family-supportive community schools: Thirteen strategies. In P. Senge, N. Cambren-McCabe, et. al., (Eds.), *Schools that learn* (pp. 534-536). New York: Doubleday Currency.

(1998). Collaborative educational leadership for 21st century school communities. In D. van Veen, C. Day, & G. Walraven (Eds.), *Multi-service schools: Integrated services for children and youth at risk* (pp. 173-193). Leuven/Apeldoorn, The Netherlands: Garant Publishers.

(K. Briar Lawson first author) (1998). School-linked comprehensive services: Promising beginnings, lessons learned, and future challenges. In P. Ewalt, E. Freeman, & D. Poole (Eds.), *Community building: renewal well-being and shared responsibility* (pp. 343-354). Washington, DC: NASW Press.

(K. Briar-Lawson, first author). (1997). Collaboration and integrated, community-based strategies for individuals and families in rural areas. In S. Jones & J. Zlotnick (Eds.), *Preparing helping professionals to meet community needs: Generalizing from the rural experience* (pp. 111-126). Alexandria, VA: Council on Social Work Education.

(With K. Briar-Lawson). (1997). Toward family-supportive community schools. In C. Day, D. van Veen, & G. Walraven (Eds.), *Children and youth at risk and urban education: Research, policy and practice* (pp. 181-208). Leuven/Apeldoorn: The European Educational Research Association & Garant Publishers.

(1996). Developing interprofessional education programs: Definitions, assumptions, content and principles. In K. Hooper-Briar & H. Lawson (Eds.), *Expanding partnerships for vulnerable children, youth and families* (pp. 181-195). Washington, D.C.: Council on Social Work Education.

(1996). Credentialing issues for interprofessional education and practice. In K. Hooper-Briar & H. Lawson (Eds.), *Expanding partnerships for vulnerable children, youth and families* (pp. 203-221). Washington, DC: Council on Social Work Education.

(With R. Flora, et.al.). (1995). Building links with families and communities. In R. Osguthorpe, et. al. (Eds.), *Partner schools: Centers for educational renewal* (pp. 205-224). San Francisco: Jossey-Bass.

(With K. Hooper-Briar). (1994). Issues of vision, innovation, mission and competent practice. In L. Adler & S. Gardner (Eds.), *The politics of linking schools and social services: The politics of education association yearbook* (pp. 157-159). London: Taylor & Francis.

Invited and Refereed Presentations

(with D. Anderson-Butcher). (2009). Lessons learned about community engagement from local P-16 councils in Ohio. National Network for Educational Renewal, Bellevue, WA, October.

(2009). Findings, lessons learned and next phases in the development of school-family-community partnerships. Closing Keynote Address, State of Missouri's Partnership Conference, Lake of the Ozarks, MO, April.

Wu, Yi-Jung, Lawson, H., & Wagner, A. (2009). The impacts of systems change on the partnerships of the TANF service agencies: A case study from New York State. American

Society of Public Administration Annual Conference, Miami, Florida, March. (Discussion Circle Section)

(2008). An alternative framework for the school dropout problem. Keynote address, America's Promise Ohio Summit, Columbus, OH, November.

(2008). Understanding child welfare turnover and using design teams to improve retention. Featured Address, New York Child Welfare Leadership Conference, Saratoga Springs, NY, June.

(with S. Barker). (2008). New preservice education and professional development programs for principals. Coalition of Community Schools, Portland, OR, April.

(with D. Anderson-Butcher, et al.) (2008). Opening the black box: Deriving theories of change from a complex initiative for young children and their families. American Educational Research Association, New York, New York, March.

(Anderson-Butcher, first author). (2008). Capacity-related innovations developed by pilot schools and districts adopting a community collaboration model for school improvement. International Network of Scholars for School, Family, and Community Partnerships, AERA, New York, New York, March.

(Wu, Y-J. First author). (2008). The identification of a theory-of-change for welfare reform: Examining the role of human capital development in systems transformation after ten years of TANF. American Society of Public Administration, Dallas, TX, March.

(with D. Anderson-Butcher). (2007). Lessons learned from five local P-16 councils. KnowledgeWorks Foundation Invited Conference, Columbus, OH, June.

(with J. Caringi & J. Strolin. (2006). Academically-based community scholarship: A case example of doctoral students' leadership of research-supported, organizational design teams. International Conference for Research on Service Learning and Community Engagement, Portland, OR, October.

(2006). Expanded school improvement models for urban schools on the emergency and watch lists. Annual Conference of the Alliance Schools, University of Florida, Gainesville, FL, June.

(J. Caringi, et al.) (2006). Indian child welfare system improvements: Partnering in action, learning, and research through design teams. US Children's Bureau National, Indian Child Welfare Conference, Arlington, VA, May.

(2005). Innovative parent and family strategies. Invited National Symposium on University-assisted community schools, University of Pennsylvania, Philadelphia, PA, November.

(2005). Next phases in public child welfare workforce development research. Invited National Symposium: Addressing Child Welfare Workforce Issues: Connecting Research, Policy, and Practice. Institute for Advancement of Social Work Research, Washington, DC, October.

(with M. McCarthy, et al.) (2005). A research-supported, complex intervention to improve retention in NYS public child welfare agencies. US Children's Bureau National Workforce Development Institute, Washington DC, October.

(D. Anderson-Butcher, first author, et al.) (2005). The Ohio Community Collaboration Model for School Improvement. School-based Mental Health Services National Conference, Cleveland Ohio, October.

(J. Caringi, first author, et al.). (2005) Child welfare design teams to improve retention and overall agency performance. International Practice Research conference, Albany, NY, June.

(with C. Auerbach, et al.) (2005). Public child welfare recruitment and retention: A longitudinal, participatory research initiative. 15th National Conference on Child Abuse and Neglect, Boston, MA, April.

(D. Anderson-Butcher, first author) (2005). The Ohio community collaboration model for school improvement. National Conference of the Coalition of Community Schools, Chicago, IL, March.

(with D. Anderson-Butcher, et al.) (2004). Interprofessional design teams for learning, training, and systems change. Altogether Better Health: Interprofessional Education and Collaborative Practice. International Conference, Vancouver, BC, Canada, May.

(2004). Interprofessional leadership for collaboration in engaged universities. Altogether Better Health: Interprofessional Education and Collaborative Practice. International Conference, Vancouver, BC, Canada, May.

(2004). Strategic partnerships to improve academic achievement, healthy development, and success in school. Invited Featured Address, Urban Schools Conference, The Ohio State University, Columbus, OH, April.

(2003). Empowering people and promoting community development: The social work of sport, exercise, and physical education programs. Invited keynote address, Sport, Civilization, Peace, and Sustainable Development, Government of Indonesia, Yogyakarta, Java, September.

(2003). School-based family resource centers, parent empowerment, and school improvement. Albany City Schools, Giffen Elementary School, Albany, NY, June.

(2002). Interprofessional leadership for community schools. National Conference on Community Schools, Washington, DC, June.

(2002). An appreciation of the current status of interprofessional education and training. The Stuart Foundation's Invited Conference on Interprofessional Education, San Francisco, CA., June.

(M. McCarthy, B. Smith, H. Lawson, et al.) (2002). Participatory Research as a Vehicle for Program and Policy Change. The Policy Conference, Charleston, SC, June.

(2002). A hybrid evaluation exemplar for 21st century learning centers: Implications for social work. Society for Social Work and Research, San Diego, CA., January.

(2001). The roles of schools in addressing inter-generational poverty. Capital Area School Development Association's Executive Committee, Albany, NY.

(2001). Social work in the engaged university and the engaged university's social work. Council of Social Work Deans and Directors, San Juan, Puerto Rico, October.

(2001). The engaged university and community development. POWER Community Development Conference, Albany, NY, September.

(2001). Planning for inter-agency collaboration. Executive Directors of Non-profit Agencies Retreat, Center for Women in Government and Civil Society, Saratoga Springs, NY, July.

(2001). Academically-based community scholarship, the development of professional practice theories, and the socially responsible, engaged university. National Conference on Understanding Practice-Oriented education, Boston, MA, April.

(D. van Veen, first author). (2001). Developing infrastructures for school-linked integrated services. International Conference on School Linked Services, Amsterdam, April.

(2001). Reformulating the school violence problem: Implications for research, policy, and practice. International Conference on School Violence, Paris, France, February.

(2001). An empowerment-oriented approach to action research and community partnerships. Research Priorities: Perspectives from the Nonprofit Sector Symposium, Center on Women in Government, University at Albany, Albany, NY.

EXAMPLES OF WORKSHOPS AND LECTURES

(2009). Leadership for team practice. New York State Office of Children and Family Services State Conference for Child Welfare Teams, Albany, NY, October.

(2008-2009). Continuing work with school and district leaders in Ohio on expanded school improvement models; and with special interest in comprehensive systems of learning supports.

(2007). Four seminars with state policy leaders, Queensland Government, Brisbane, Australia, June.

(2007). The American journey toward community schools: Selected findings and lessons learned. School of Social Work and School of Education, InHolland University, Rotterdam, The Netherlands.

(2006). Collaborative, distributed, and adaptive leadership for expanded school improvement. Select Seminars for Principals, Ohio State University and Ohio Department of Education, Columbus, OH, November.

(2006). University-community partnerships service, teaching and learning, and knowledge generation. National Youth Service Day Presentation, Hudson Valley Community College, Troy, New York, April.

(2005). Search Conference Organizer and Presenter, Reducing turnover and improving retention in public child welfare. Albany, NY, April.

(2005). Taking aim at sustainability with implications for replication, scale-up, and systems change. Ohio Department of Education Training and Technical Assistance Program, Columbus, OH, May. (Organizer and main presenter)

(2005). Taking note of opportunities, facilitators, and quicksand related to 21st Century Learning Centers. Ohio Department of Education Training and Technical Assistance Programs in Perrsburgh and Cuyahoga Falls, OH, February. (Presenter)

(with G. Stetler). (2004). Sustainable collaboration and community partnerships. Ohio Department of Education's Conference for 21st Century Learning Center Directors, Columbus, OH, November 16. (Presenter)

EXAMPLES OF GRANTS AND CONTRACTS

(With Kirsten Davison & Janine Jurkowski, Co-PIs). (2009). A family-centered model for obesity prevention in young children. National Institutes of Health, \$1,100,000.00.

(Todd Barnhouse, PI). (2008). Policy and program changes to address education and health disparities in Ohio. Centers for Disease Control and Prevention, \$2,300,000.

Contract (with Dawn Anderson-Butcher). (2006-2007). Evaluation of regional P-16 Councils in Ohio. \$25,000 KnowledgeWorks Foundation, Cincinnati, OH.

Contract (with Nancy Claiborne). (2005-2006). A utilization-focused evaluation of birth and beyond. \$63,537 Child Abuse Prevention Council of California, Inc., Sacramento, CA.

Contract. (2004-2005). Implementing and evaluating the community collaboration model for school improvement. \$32,000 from the Research Foundation, Ohio State University.

(Dawn Anderson-Butcher, PI). (2004). A community collaboration model for school improvement. \$200,000. Ohio Department of Education.

(with M. McCarthy & K. Briar-Lawson). (2003). An innovative model to improve recruitment and retention. The Children's Bureau, U.S. Department of Health and Human Services, \$1,000,000.

(with R. Schimmer, Parsons Child and Family Center, PI). (2001). Mental health services for the Philip Schuyler Elementary School. \$145,000 per year, New York State Department of Mental Health, 2001-present.

(With A. Sasich, PI, et. al. Salt Lake City Schools). (1999). Learning plus: A twenty-first century learning center. \$2,100,000. U.S. Department of Education.

(1998-99). Training curriculum and resource manual for the integration of school reform and caring communities in Missouri. \$27,000. Missouri Department of Elementary and Secondary Education.

(With R. Jackson & E. Godber). (1998). Teacher-led, classroom-based teams for integrated services and teaching-learning. \$10,000. Utah Department of Education, At-Risk Youth Division.

(With K. Briar-Lawson, N. Harris, Co-PI's). (1998-2000). Scale-up training and development for child welfare in Colorado. \$225,000. Colorado Department of Child and Family Services.

(With K. Briar-Lawson Co-PI). (1997-2000). Interprofessional education and training for child welfare workers. \$450,000. Children's Bureau, U.S. Department of Health and Human Services.

(With K. Briar-Lawson Co-PI). (1997-2000). New century child welfare practices. \$300,000. Children's Bureau, U.S. Department of Health and Human Services.

(With V. Freysinger, M. MacDonald, C. Collier). (1996). Advancing an innovative core curriculum. \$8,000. Special Program Award, Committee on the Improvement of Instruction, and the Office of the Provost, Miami University, Oxford, OH.

(With K. Hooper-Briar, Co-PI). (1995). Advancing, evaluating and promoting successful schools. \$125,000. The Danforth Foundation.

(With K. Hooper-Briar, Co-PI). (1995-97). Community schools proposal for the West end community of Cincinnati, OH. \$450,000. U.S. Department of Education and U.S. Department of Health and Human Services.

(With K. Hooper-Briar, Co-PI). (1994). WEPIC replication project involving Miami University and the Bloom Middle School Community. \$180,000. DeWitt Wallace Foundation and University of Pennsylvania.

(With K. Hooper-Briar, Co-PI). (1994). Planning for the Merger of School Reform and School-Based Services. \$56,000. The Danforth Foundation.

(With K. Hooper-Briar.) (1993). The Enhancement of Healthy Learners. \$52,958. The Danforth Foundation .

(With K. Hooper-Briar, P.I.). (1993). The United National International Year of the Family: Building an International Family Support Agenda. \$40,000. The Ford Foundation .

(With Jan S. Kettlewell, P.I., et. al.) (1991). Proposal to Education Commission of the States and Center for Educational Renewal to make Miami University a pilot university for the simultaneous reform and improvement of teacher education and school programs. \$25,000.

SELETED CONSULTATIONS

(2008-2009). Ohio Department of Education and College of Social Work, Ohio State University, Comprehensive System of Learning Supports Design, Implementation, and Evaluation in pilot schools and districts.

(2008). The Dutch Government's Ministry of Education and the Ministry of Labor. Reform proposals for urban schools in Bucharest, Romania. Member of the Dutch visiting team and authored consultant's report with reform proposals. September and October.

(2008). The Ohio Governor's Private/Public Commission on Education and Economic Development. Resulted in a formal report (listed under reports).

(2008). School of Social Work, University of Montana, Missoula, MT. IV-E training alternatives; workforce development with an emphasis on retention; strategies for providing social work leadership in a mixed workforce, including the child welfare workforce for American Indian populations. June.

(2005-2009). Ohio Department of Education via the College of Social Work, The Ohio State University, Columbus, OH.

(2006-present). Comprehensive, school-linked mental health services project, The Center for Advancement of Mental Health Practices in Schools (CAMHPS) at the University of Missouri—Columbia.

(2005-2006). A complex, utilization-focused evaluation of Birth and Beyond. Child Abuse Prevention Council of California, Sacramento, CA.

(2004-2005). Evaluating the ACT for youth community collaboration initiative. The Adolescent Health Center, Mt. Sinai Hospital and the New York State Department of Health.

(2004-2005). Ohio Department of Education and the Ohio State University Research Foundation. Development, implementation, and evaluation of a community collaboration model for school improvement.

(2004). Faculty of Health Sciences, University of British Columbia, Vancouver, BC, Canada. Helped faculty and academic administrators develop a research agenda for interprofessional education and collaborative practice. May.

(2003-2004). Multiple presentations of data on turnover and retention to workers and leaders of county-based child welfare systems and facilitation of work groups structured to develop improvements.

(2003). The Center on Learning Excellence, The Ohio State University, on urban education and the engaged university. Helped university officials plan a conference, future conferences and encourage faculty involvement.

(2003). Giffen Elementary School, Albany, NY. Improvement of school-based family resource centers, parent empowerment programs, and school-based and -linked, integrated services.

(2000-2002). Leader of an evaluation team for the district-wide after school programs. Salt Lake City School, District, Salt Lake City, UT. Served as lead author on three, major evaluation reports.

(2002). The Casey Family Grants Program, Seattle, WA. Authored a report (A Commissioned Brief on Education) to facilitate this new foundation's grant planning in the area of child welfare, family support, and schooling.

(2000-2004). Philip Schuyler Elementary School, Albany, New York. Development of a community collaborative that serves this school and its feeder patterns; promoting parent empowerment and family support; developing comprehensive, integrative services; developing after-school programs; and expanding the boundaries of school improvement to incorporate these initiatives.

(2000). Evaluation of the work of the Interprofessional Education Consortium, Funding by the Stuart Foundation, San Francisco, CA., June.

(1999). Interprofessional education and training for the integration of school reform, school-linked services, and community partnerships. University of Kansas, Lawrence, KS, October.

(1997-1999). Rose Park Community School regarding governance, leadership, new classroom designs, service integration, training supports, and evaluation. DeWitt-Wallace Readers' Digest Community School Initiative, Salt Lake City, UT.

(1997-1999). The Midvale Community Development, Family Support, and School Improvement Initiative--"The Community-Building Community." Danforth Foundation National Policy Makers' Initiative. Provided grant writing and planning assistance and supports regarding change theories, service designs, and organizational strategies.

(1997). Initial mapping of technical assistance and leadership development programs for the integration of school reform and caring communities. Missouri Department of Education and the Danforth Foundation.

(With Katharine Briar-Lawson). (1997). Enhancing a school-based case management model, led by school counselors, for at-risk youth and their families. Center for the Study, Teaching, and Research on At-Risk Students, University of Washington, Seattle, WA and the Alliance for Education, Sacramento State University, Sacramento, CA..

Attachment 8: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Joseph L. Allen, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Joseph L. Allen
Signature

March 13, 2011
Date

Attachment B: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Wesley L. Holloway, Sr. (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

[Signature]
Signature

3/14/11
Date

Attachment B: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, James T. Celaske Jr. (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

[Signature]
Signature

3/14/2011
Date

Attachment B: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, [Redacted] (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

[Redacted Signature]
Signature

3/14/11
Date

Attachment B: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Beneta Robinson (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

[Signature]
Signature

3/14/11
Date

Attachment B: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Kim D. Guy-Jones (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

[Signature]
Signature

3/14/11
Date

Attachment B: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, _____ (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Elizabeth Simmons, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

March 2, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Dr. Peter F. Stoll, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Peter F. Stoll
Signature

March 16, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Karim Adeen - Hasan, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Karim Adeen - Hasan

Signature

March 14, 2011

Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Karim Adeen-Hasan
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Schenectady, NY 12308

Personal E-Mail/Fax: [REDACTED]

Business Address: _____

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Board Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
 - An associate proposed the idea of establishing a charter school in the Schenectady School district.
5. Please explain why you wish to serve on the board.
 - As a member of Schenectady County, I have a vested interest in the youth that we are producing. I believe that the residents of Schenectady deserve a choice of where to send their children to school, and I believe that the students deserve better than what is currently available to them with regard to education.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

My experience as the President and/or member of several community boards such as, the Hamilton Hill Arts Center, the Schenectady County Human Rights Commission and the Community Fathers, Inc. In these various roles, I have worked to build the board's capacity on the Hamilton Hill and the Community Father's, Inc. which takes steadfast leadership and strong interpersonal skills to be successful. My involvement as a homeowner lends a unique perspective to the challenges in our neighborhood, this knowledge and level of care is critical to the success of any board member embracing the role and responsibility as a Charter School Board of Trustee.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

-We believe that no adult should work alone, that no student should learn alone because the enemy to school improvement is "isolation"; schools working in isolation cannot provide the comprehensive system of learning supports so desperately needed by our target population, especially from the Hamilton Hill/Vale neighborhoods. This is why one of our core values is "relationship building". We must reach out to the community organization to tap into/and coordinate with these resource to ensure all of our children come to school ready to learn and the parent are receiving the necessary supports to be an effective partner with the school.

-The mission of the Eximius Academy Charter School is to prepare economically disadvantaged and culturally diverse students from Schenectady in grades K-5 to master 21st Century knowledge and skills by achieving academic excellence and demonstrating

integrity, commitment and positive relationships to build the bedrock values for success. Eximius Academy will close the academic achievement gap by ensuring that all students meet and exceed NYS Common Core Standards and are firmly on the pathway to become accomplished lifelong learners.

18. Please explain your understanding of the educational program of the charter school.
 - The school will use a collaborative model that seeks to actively include parents in the educational process and meet the non-academic barriers many of our students face. We will focus on providing active pedagogy and active learning to deliver a strong academic program. We will do this by providing hand-on, project-based learning, and integrating subject areas by using a “Big Ideas” approach. This will be in keeping with the Common Core Standard as we work to prepare our student for college, work training programs and career readiness. Our approach is mindful of the SUNY P-20 initiative and we would like to help in this area by eventually developing strategic partnerships with community colleges and four year higher education institutions. For this reason we will work to develop a STEM focused K-12 curriculum as we grow in to a K-12 education system.
 19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
 - Successful Charter schools are characterized by community support and active community involvement. It is also characterized by its ability to meet the needs of the enrolled students and their parents, unwavering leadership, a strong curriculum and passionate teachers that believe in the school’s mission.
- Other**
20. Please explain your understanding of the appropriate role of a public charter school board member.
 - A public charter school member helps to meet the goals of the school by providing leadership and support in areas of expertise. We will establish policy, hire and fire. We will allow the Charter School Director to manage the day-to-day affairs of the school.
 21. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies.
 - I have read and understand the charter school’s application, board by-laws and all proposed policies.
 22. Please provide any other information that you feel is pertinent to the Department’s review.
 - As a current property owner with strong community ties, I believe that an educational alternative is essential to help the families of Schenectady.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Dr. Peter F. Stoll
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], Troy, New York 12180

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED], Schenectady, New York 12305

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Eximus Academy Charter School Board Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was invited by the Planning Committee to serve.

5. Please explain why you wish to serve on the board.

I wish to serve because: (1) I am committed to the Charter School mission, principles and functions as evidenced by my prior Charter School experiences; (b) I am committed to ensure that children and families at risk of educational achievement in Schenectady are appropriately served; and, my belief that Eximus Academy Charter School will fulfill that need; (c) I have been approached by innumerable community based Schenectady organizations asking me to become involved in the creation of a Charter School for their children.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or

rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
X I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
X I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
X No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we have no such interest. Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. X None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

They would have to be recused from the Board; or, recused from any Board action, such as selecting an insurance provider, wherein they have an interest. We will also have a conflict of interest policy that each Board member will need to sign annually.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of the Eximius Academy Charter School is to prepare economically disadvantaged and culturally diverse students from Schenectady in grades K-5 to master 21st Century knowledge and skills by achieving academic excellence and demonstrating integrity, commitment and positive relationships to build the bedrock values for success. Eximius Academy will close the academic achievement gap by ensuring that all students meet and exceed NYS Common Core Standards and are firmly on the pathway to become accomplished lifelong learners.

18. Please explain your understanding of the educational program of the charter school.

I believe that no adult should work alone, that no student should learn alone because the enemy to school improvement is "isolation"; schools working in isolation cannot provide the comprehensive system of learning supports so desperately needed by our target population, especially from the Hamilton Hill/Vale neighborhoods. This is why one of our core values is "relationship building". We must reach out to the community organization to tap into/and coordinate with these resource to ensure all of our children come to school ready to learn and the parent are receiving the necessary supports to be an effective partner with the school.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

(1) Align curriculum and instruction to performance indicators (NYSED). (2) Develop multi-faceted teaching and learning strategies aligned to the curriculum and, concurrently, performance indicators. (3) Implement a school data management and information system for providing continuous feedback and disaggregated data, particularly assessment and behavior management data, to charter school administrative and teaching staff. (4) Continually engage parents and the wider community in the charter school.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

I fully understand that the role of a public charter school board member includes: (1) reviewing/approving financial reports prepared by the CFO; (2) reviewing/approving program reports prepared by the program staff; (3) reviewing/approving policies and program compliance issues; and (4) upholding as a board member policies and compliance requirements.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Reneta Robinson
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Wynantskill, NY 12198

Personal E-Mail/Fax: [REDACTED]

Business Address: _____

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Secretary of the Board; Member of the Education and Accountability Committee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

8. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Pamela Swanigan approached me and stated that she was forming a group of individuals interested in opening a charter school in Schenectady, NY. She asked if I would be interested in participating in the group to help coordinate the project's objectives and resources.

12. Please explain why you wish to serve on the board.

I have always been interested in public service, as evidenced in my 13 years working in the Human Services field. I believe that under-privileged groups should be afforded the same level of services in education and healthcare as those born into more privileged societies. I thought this would be a wonderful opportunity to contribute to the community, influence the decision-making process, and make a difference in the lives of under-represented youth.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

14. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

Pamela Swanigan and I both work for the Office for People with Developmental Disabilities. We shared responsibilities for work-related projects in the past.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that

provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

As mentioned in the Prospectus, I am a NYS licensed Realtor and may be involved in the acquisition of the charter school facility. However, my services will be provided strictly on a voluntary basis.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If I had reason to believe that one or more of the members of the charter school's Board are involved in working for their own benefit or the benefit of their friends and family, I would

direct them to the by-laws and code of ethics and call it to the attention of the other Board members.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

Eximius Academy Charter School will be a 21st century learning institution which encompasses a culture of care philosophy. It is understood that a child's academic progress is dependent on many factors, including those factors that exist outside of the academic environment. Eximius will sustain relationships with non-profit organizations and utilize other available resources in the community to ensure that every child reaches their full potential academically and personally.

18. Please explain your understanding of the educational program of the charter school.

Eximius will employ a STEM-focused program and will concentrate heavily on literacy. The facilitation of students' learning will be guided and monitored by various formative and assessment strategies. Students are expected to participate in all of the state and federal assessment exams as required by the New York State Education Department for other public schools.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A charter school is proven to be successful when effectiveness can be measured in 3 critical areas: 1) Students' academic progress; 2) The fiscal and operational viability resulting from sound business decisions; and 3) Parent involvement and student enrollment.

Student academic progress begins with a strong administration and well-qualified teachers. The Board will need to hire teachers that possess a strong background in education and administrative staff that demonstrate intrinsic values in education and/or the human services field. Eximius will establish and continue to exhibit positive relationships amongst students, staff, and the community. Our 21st century learning model will mitigate adverse circumstances potentially hindering a child's focus in the classroom. Identifying students' needs and including wrap-around services as part of the school design will be the foundation for this model. Students' academic progress will be measured by comparing baseline data of students'

aptitude upon entering the school with summative assessment data at various intervals throughout the school year. We will know we are successful when the grades and aptitudes of our students, who are predominantly disadvantaged, are comparable to the grades and aptitudes of their cohorts in economically advantaged areas throughout New York State.

This charter school's success will also be contingent on the Board's ability to make sound business decisions. Ensuring that the Board is competent in areas that include, but are not limited to education, business administration, human resource management, finance, data analysis, resource development, and community outreach will allow for a well-rounded team. This combination of expertise with the appropriate level of communication is conducive to making sound business decisions about how funds are allocated, the talents and abilities of the staff we employ, the policies we implement at our school, the activities that we choose to participate in, and methods that we use to engage the community. All Board members are encouraged to openly discuss issues, present the pros and cons, and carefully consider the costs and benefit of any decisions we are confronted with. Success will be measured when our books show a positive cash flow at the end of the accounting period and our school team is equipped undertake new students each academic year.

Attracting the buy-in of the parents in the community is essential because without the students to attend the charter school, there is no school. The ability to consistently have the presence of the charter school's mission, vision, and values felt in the community will elicit positive responses from parents and community organizations. In the planning phase, Eximius will conduct public relations efforts to market the school and engage the community. In the implementation phase, the willingness to listen and take action based on the concerns of the parent's council will assist the Board in meeting the needs of the people we represent. When parents believe that we have what it takes to produce exceptional students, the buy-in will be reflected in our student enrollment rates.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member is to take part in the governance of the charter school and align each decision and activity around the mission, vision, and values of the charter school. Each member is guided by practices as set forth in the by-laws and the code of ethics. The board as a whole is responsible for assessing the skills and viability of the staff it employs to run the day to day operations of the school. Board members should attend scheduled board meetings and assess the progress of the students and staff via various data accountability measures. While participation in committees and sub-committees is expected, being held accountable for actually contributing the knowledge, skills, and abilities that complement the group is essential.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws, and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Wesley L. Holloway, Sr.
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

Niskayuna, NY 12309

Personal E-Mail/Fax: _____

Business Address: Golub Corp
461 North St.

Schenectady, NY 12308

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

- 1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
- 2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
- 3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Tam Swanigan assembled a small group to explore the idea of a school in

5. Please explain why you wish to serve on the board. Schenectady Schenectady is failing to educate/graduate students of color.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): Urban League, Boys & Girls Club, YMCA, NAACP, Hamilton Hill Arts Center

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Interaction in Community

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
Provide an educational experience for disadvantaged students k-5 that meet/exceed NYS Core Standards

18. Please explain your understanding of the educational program of the charter school.
Our program will address academic & non-academic barriers of learning of students & prepare them to contribute to their community

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Give Good Teachers who are held accountable, metrics to measure outcomes, flexibility, draw other parents into the educ lives of their children

20. Please explain your understanding of the appropriate role of a public charter school board member.
Monitor goals, objectives, policy application, monitor metrics/budgets & take action to correct any deficiencies

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I have read & understand the application*

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. James J. Celestine
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Albany NY 12204

Personal E-Mail/Fax: [REDACTED]

Business Address: _____

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Treasurer

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
– I was referred to the charter school initiative by Wes Hollaway.
5. Please explain why you wish to serve on the board.
– I am deeply committed to making a difference in my community. I feel one of the ways this can be accomplished is by engaging our educational system. I feel today's public education system is in need of serious modification especially in the inner city. It is my goal to see this charter initiative help lessen the educational disparity seen between inner city students and the suburban counterparts. One of the chief ways we hope to accomplish this is by embracing a communal infrastructure. We hope to change existing paradigms and make sure our institution has a full understanding of the needs of our students. The engagement will not stop at the doors of our institution. We will be constantly vigilant on understanding how our student's social; health and economic profile will impact their academic success.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): Albany YMCA Board of Managers.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. -

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.\

- The charter school's mission is to provide a unique K-12 educational experience within the City of Schenectady.

18. Please explain your understanding of the educational program of the charter school.

- The charter school initiative will have a Science, Technology, Engineering and Mathematics (STEM) curriculum. There will also be strong social and behavioral supports for our students.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- The key to a successful charter school is to remain focused on the ever changing needs of our community. One of the issues I see with current the current educational system in Schenectady is that it remains static for too long. But, this 'constant state' goes beyond the curriculum. It also speaks to how the structure of the school does not fully take into consideration the ever changing demographic makeup of our inner cities. As a member of the board, I will make sure that the charter school has the resources and will make sure the dynamic needs of our students are met.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

- The appropriate role of a charter school member is to enforce the mission of the institution. The enforcement should be free of any conflicts of interest or self-serving actions.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

- I have read and understand the charter school's application, board by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Councilman Joseph Allen
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] 8

Personal E-Mail/Fax: [REDACTED]

Business Address:

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Board Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
 - An associate proposed the idea of establishing a charter school in the Schenectady School district.
5. Please explain why you wish to serve on the board.
 - I believe that the residents of Schenectady deserve a choice of where to send their children to school, and that students deserve better than what is currently available to them with regard to education.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.
This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
- This does not apply to me. Yes.
- If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
- I / we do not know any such persons. Yes.
- If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
- I / we do not know any such persons. Yes.
- If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
- No. Yes.
- If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

- Eximius Academy's mission is to provide exceptional educational opportunities to K-12 student, in Schenectady County that are from disadvantaged backgrounds. The school will use a collaborative model that seeks to actively include parents in the educational process.

18. Please explain your understanding of the educational program of the charter school.

- Our program will be based on the STEM model.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- Successful Charter schools are characterized by community support, active community involvement, its ability to meet the needs of the enrolled students and their parents, unwavering leadership, a strong curriculum and passionate teachers that believe in the school's mission.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

- A public charter school member helps to meet the goals of the school by providing leadership and support in areas of expertise.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

- I have read and understand the charter school's application, board by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Elizabeth A. R. Isis Simmons
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Rexford, NY 12148

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Board Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
 - I signed a petition to help formulate a charter school and having recently moved to the State of NY, I wanted to help be a positive influence on children. Having retired with 6 children of my own, and 10 grand children, I believe that our children are a valuable investment and deserve our time. The founders are attempting to provide a high academic education to children whom otherwise would be left behind.
5. Please explain why you wish to serve on the board.
 - I wish to serve on the board so that I can continue to be a part of the future of children to allow them to see their successes by receiving an excellent education.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): Served as the board secretary/treasurer for the Marcus Mosiah Garvey Institute and teaching Academy in Memphis Tennessee.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or

rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

- Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

- Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

- The board has to have the philosophy of operating, thinking, and accomplishing all things for the entire organization. Anyone working outside of the group and does not represent the best interest of the body must be called into accountability. Only sincere leadership can bring about real positive results in our children.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.\

- My understanding of Eximius Academy Charter School's mission and philosophy is eing an organization geared towards providing an educational environment with the necessary ingredients for success and values; preparing children to live and work as productive adults.

18. Please explain your understanding of the educational program of the charter school.

- My understanding of the educational program of the charter school is to maintain high standards in order to bring about desired learning results from all students.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- My indication of the characteristics of a successful charter school is for the leadership to have a common understanding as to what we want to see happen in the school, community, and with our parents, have high academic standards or expectations for students, as well as staff, and a successful school should always have ongoing professional development and or training to continue to improve on teaching and learning, involve staff teachers, parent, in decision making processes, main policies that bring about accountability.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

- My understanding of the appropriate role of public charter school board member is to provide governance to the organization, represent in and to the community and accept the legal authority for it.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

- I have read and understand the charter school's application, board by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Kim Guy-Jonas
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Albany, NY 12205

Personal E-Mail/Fax: [REDACTED]m

Business Address: _____

Business E-Mail/Fax: EximiusAcademy@yahoo.com / (518) 935-4520

Charter School Name: Eximius Academy Charter School

Charter School Address: P.O. Box 1859, Schenectady, NY 12301

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Founding Group Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
5. Please explain why you wish to serve on the board.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

- I would bring this matter to the entire board for review so that it might receive review and /or bring this matter to the attention of the department of education so that it might be investigated and handled according to the proper guidelines and regulations.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

- The mission and philosophy is to equip students with the knowledge and the skills to learn and excel in academics, especially science, technology, and math, so that they may pursue and be admitted into colleges and compete successfully in this global workplace.

18. Please explain your understanding of the educational program of the charter school.

- The program will have a strong Literacy based approach and be project based encouraging and fostering active learning.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The students need to be equipped with all of the tools to be successful. They need to have well-trained staff/teachers who are committed to their learning. The board needs to have in place a system that collects data and evaluates the effectiveness of programs/curriculum and be able to offer relevant professional support to its staff.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
 - A board member should attend meetings and play a vital functional role on a committee(s) and be supportive of the school in lending their knowledge, skills, and resources to the school.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
 - I affirm that I have read the by-laws and proposed policies of Eximius Charter School.

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 18: CSLS Working Model

We have provided a more detailed logic model to identify the cause and effect relations (i.e. this model's logic). More specifically, it identifies how the teachers and staff at Eximius will get our students from "here" (the present state of our students and Eximius) to "there" (the improved, ideal state and academic excellence). This model was modified from an adaptation of the Ohio Collaborative Community Model by Dr. Hal Lawson. (See Attachment 19: CSLS Schematic)¹

Begin with the far right side of the figure. There you will find the twin aims that all Eximius students and youth succeed in school and are prepared for a successful transition to adulthood. These twin aims are our long term outcomes. Together it will represent the improved, ideal state (the "there"). Now look to the far left of the model. The bubble emphasizes assessments of Eximius, students, family and community needs and conditions, including key gaps that need immediate attention and action. It also emphasizes untapped and under-utilized family and community resources. Our focus will be to conduct our own assessments and capacity analysis. We will then use this information to determine the current state (the "here") and to focus our improvement plans on our needs, problems, gaps and untapped opportunities.

The crucial question for us, and frankly all schools, is "How will our school community get from 'here' to 'there'?" The center section of the model is structured to guide our teachers and staff to the answer; an answer that must be tailor made to fit the unique needs and circumstance of Schenectady. The center section emphasizes cause and effect relationships between what Eximius will do and what outcomes we will achieve.

In response to important needs, conditions and gaps, and with an eye toward capitalizing on under-utilized and untapped family and community resources, the model offers a collaborative, multi-faceted program and service model that will improve outcomes.

Five shaded bubbles highlight the model's core components:

- Academic Learning;
- Youth Development;
- Parent/Family Engagement and Support;
- Health and Social Services; and
- Community Partnerships.

Three of this model's drivers are listed in bold font along the left side of the five core components. These drivers are **C**ommunity **P**artnerships, **D**istributed Leadership, and **S**ustainability. A fourth driver, embedded evaluation and the feedback it provides for continuous improvement, is identified at the bottom of our logic model.

These core components and improvement drivers comprise some of the most critical features of this model. Our administrators, teachers and staff will constantly emphasize them. It will be the primary responsibility of the Continuous School Improvement (CSI) Team, in consultation with our stakeholders, to determine how best to adapt them to fit our school in the community of Schenectady.

The bubbles beneath each of the five core components identify specific programs, services and activities that the Schenectady community can strive to improve. Focusing on the conditions in our community, our needs, gaps and untapped resources, our school community leaders in collaboration with our

¹ Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., et al., (2004). *Implementation guide: Ohio community collaboration model for school improvement*. Columbus, OH: Ohio Department of Education.

Continuous School Improvement (CSI) Team will be encouraged to consult the related research to help determine which programs and services will improve results, meet needs, bridge the gaps and improve local conditions.

We will work to identify community based organizations with high quality programs and services, exhibiting the key indicators of quality. These key indicators include: sufficient resources, high quality staffing, enough time and intensity, implementation fidelity, accountability for results, and effective communications and connections with our teachers, curriculum coordinator and others at our school.

We know that when programs and services are solid and the effort is good, results will improve, needs will be met, gaps will be bridged, and local conditions will be enhanced. Above all, outcomes will improve. Accordingly, six categories of outcomes are emphasized in this logic model. These outcomes comprise the desirable “outputs” or “yield” from this model.

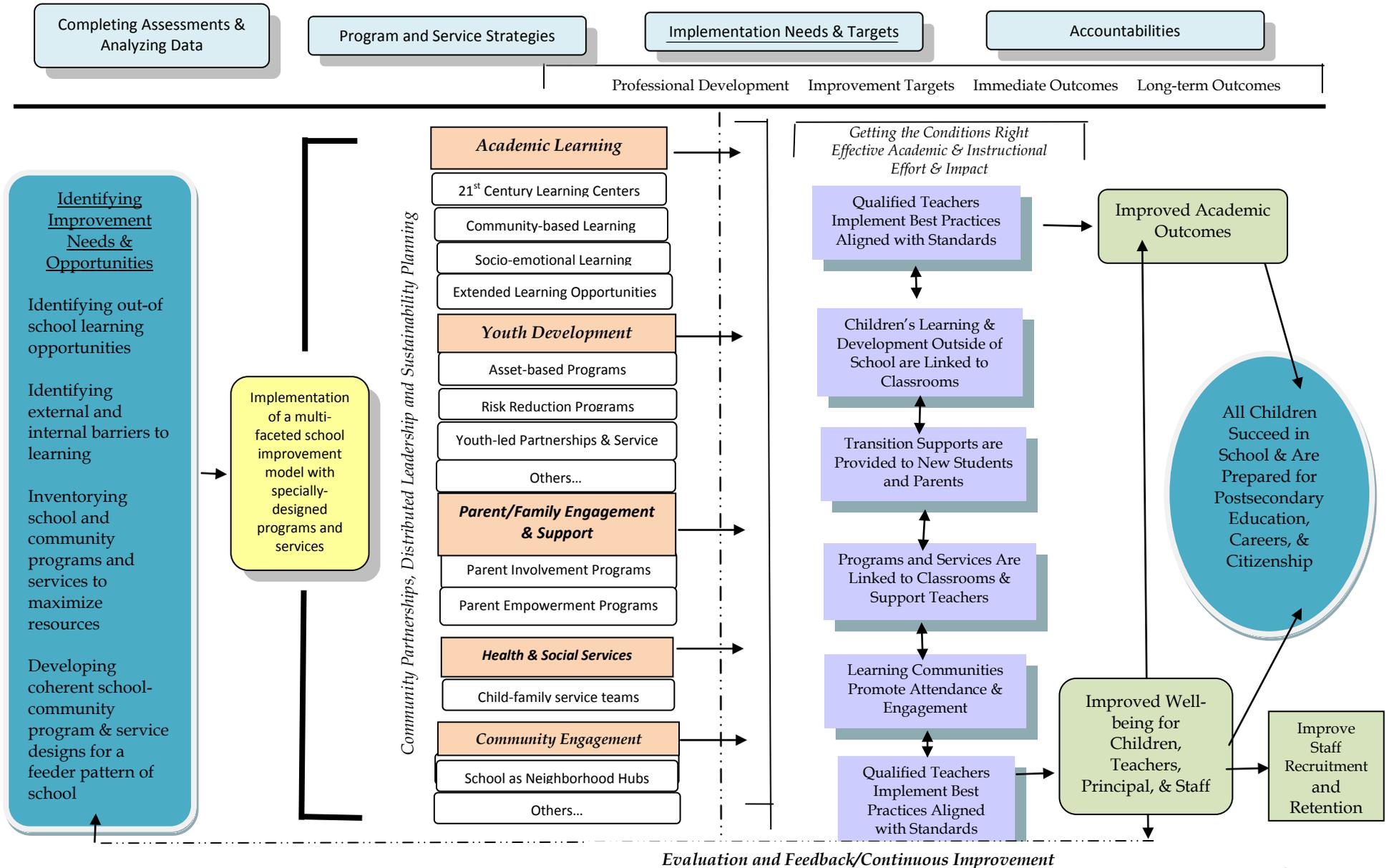
Improving outcomes in one domain often facilitates the improvement of outcomes in one or more of the others. When using our CSLS model, one of the most important features is the ability to tackle more than one improvement priority at once. This capacity for multi-tasking is in stark contrast to linear, one-at-a-time change strategies (often called “this year’s new thing”) associated with the traditional walled-in school improvement models.

The CSLS logic model has two other important features. First, academic outcomes are related to, and inseparable from, well-being outcomes. The underlying logic is important. When children have high levels of academic achievement, but low levels of well-being, neither they nor the community are served. Furthermore, it is impossible for youth to have high levels of well-being if they don’t succeed and excel in school. Well-being outcomes and academic achievement outcomes are interdependent.

Finally, all of the six outcome domains are connected to two long-term outcomes. The twin aims to the far right of the logic model comprise these two long-term outcomes. In this logic, the eight outcome domains are immediate (also called intermediate) benefits. They enable school community leaders to gauge progress. Important in their own right, these outcome domains are like stepping stones to the grand prize, that being all children and youth succeeding in school and prepared for a successful transition to adulthood.

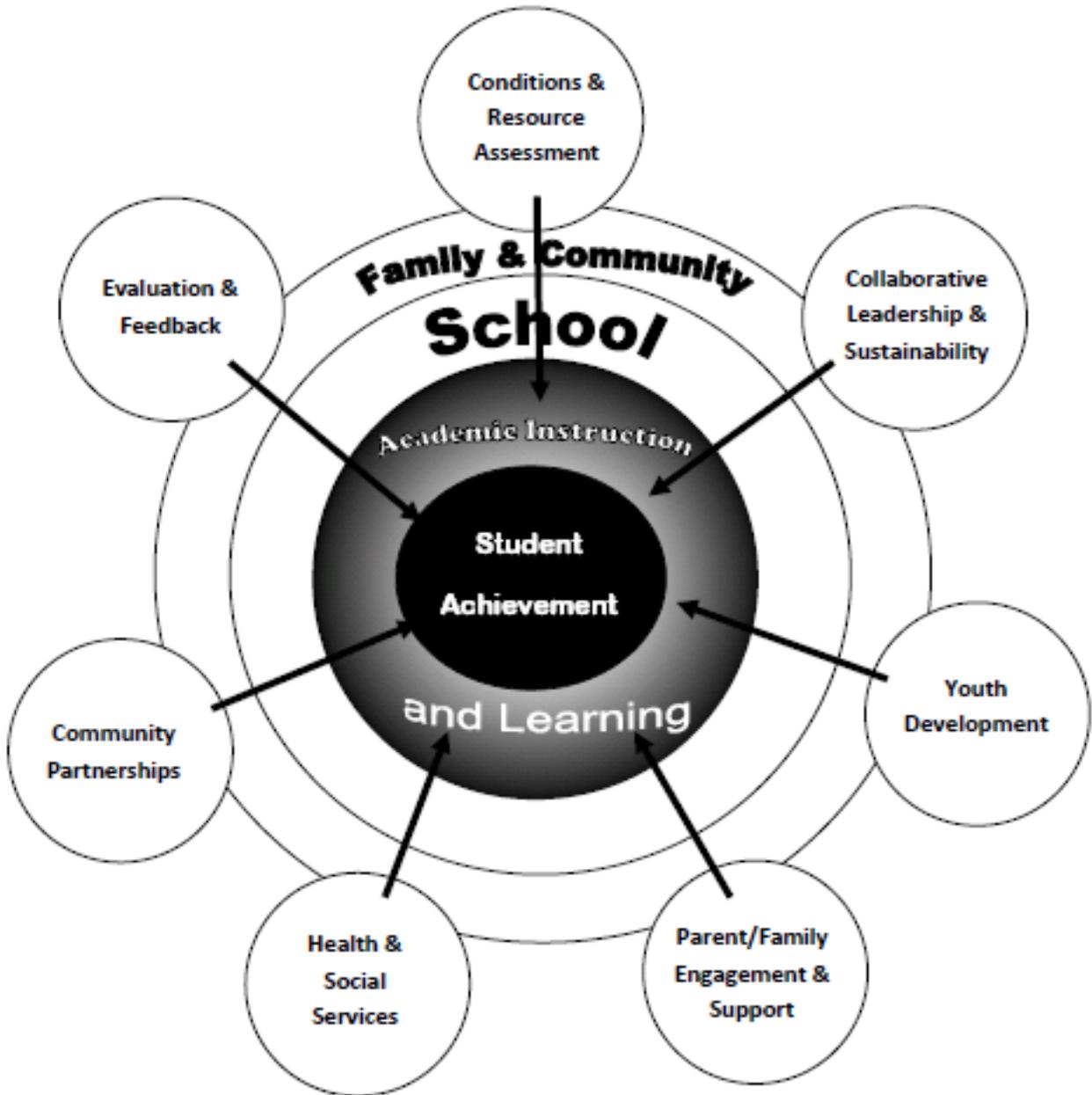
The Eximius CSLS will ensure that the optimal conditions are created for learning to occur. Successful implementation and progress monitoring of our CSLS lays a sturdy foundation for the remaining two key elements of our school design to take root; academic rigor and a strong culture.

Attachment 19. Comprehensive System of Learning Supports



ATTACHMENT 20_Prospectus Chart

Comprehensive System of Learning Supports



Attachment 21 - Eximius Projected Facility Plans

	Year 1			Year 2			Year 3			Year 4*			Year 5*		
Number of Students	168			248			338			412			485		
	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area
General Classroom/Homeroom															
Kindergarten	4	900	3600	4	900	3600	5	900	4500	5	900	4500	5	900	4500
Grade 1	4	900	3600	4	900	3600	4	900	3600	5	900	4500	5	900	4500
Grade 2				4	900	3600	4	900	3600	4	900	3600	5	900	4500
Grade 3							4	900	3600	4	900	3600	4	900	3600
Grade 4										4	900	3600	4	900	3600
Grade 5													4	900	3600
Total Academic Core	8	1800	7200	12	2700	10800	17	3600	15300	22	4500	19800	27	5400	24300
Specialty Rooms															
Art Classroom (with storage & sink)	1	1500	1500	1	1500	1500	1	1500	1500	1	1500	1500	1	1500	1500
Music Suite (with storage)	1	1300	1300	1	1300	1300	1	1300	1300	1	1300	1300	1	1300	1300
Science Resource Center Classroom	1	750	750	1	750	750	1	750	750	1	750	750	1	750	750
Small Group Instruction & Resource Room	1	325	325	1	325	325	1	325	325	1	325	325	1	325	325
Nurse (exam office; waiting area; toilet)	1	300	300	1	300	300	1	300	300	1	300	300	1	300	300
Total Specialty Rooms	5	4175	4175	5	4175	4175	5	4175	4175	5	4175	4175	5	4175	4175
Common Areas															
Library/Media Center	1	1125	1125	1	1125	1125	1	1125	1125	1	1125	1125	1	1125	1125
Gym/Performance	1	3000	3000	1	3000	3000	1	3000	3000	1	3000	3000	1	3000	3000
Cafeteria/Multipurpose with stage	1	1875	1875	1	1875	1875	1	1875	1875	1	1875	1875	1	1875	1875
Full Kitchen Area / Warming areas	1	800	800	1	800	800	1	800	800	1	800	800	1	800	800
Total Common Areas	4	6800	6800	4	6800	6800	4	6800	6800	4	6800	6800	4	6800	6800

* 12% attrition rate of students are factored in year 4 and year 5.

Attachment 21 - Eximius Projected Facility Plans

	Year 1			Year 2			Year 3			Year 4			Year 5		
Number of Students	168			248			338			412			485		
	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area	Units	Unit Area (SQ)	Net Area
Staff Areas & Misc.															
Reception/Admin. Hub	1	150	150	1	150	150	1	150	150	1	150	150	1	150	150
Conference Room	1	150	150	1	150	150	1	150	150	1	150	150	1	150	150
Charter Director Office (w/ Conference area)	1	500	500	1	500	500	1	500	500	1	500	500	1	500	500
Director of Curriculum & Instruction	1	375	375	1	375	375	1	375	375	1	375	375	1	375	375
School Counselor Office	1	375	375	1	375	375	1	375	375	1	375	375	1	375	375
Business Manager Office	1	375	375	1	375	375	1	375	375	1	375	375	1	375	375
Teachers Lounge	1	400	400	1	400	400	1	400	400	1	400	400	1	400	400
Staff Workroom (copy machines, work tables)	1	200	200	1	200	200	1	200	200	1	200	200	1	200	200
General Offices	5	250	1250	5	250	1250	5	250	1250	5	250	1250	5	250	1250
Family Resource Room	1	300	300	1	300	300	1	300	300	1	300	300	1	300	300
Records Room	1	125	125	1	125	125	1	125	125	1	125	125	1	125	125
Custodian Storage	1	150	150	1	150	150	1	150	150	1	150	150	1	150	150
Storage/Bookroom/Uniform Supplies	1	200	200	1	200	200	1	200	200	1	200	200	1	200	200
Server Room	1	125	125	1	125	125	1	125	125	1	125	125	1	125	125
Misc.	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
Total Staff Areas & Misc	19	3675	4675												
Corridors, Bathrooms, Stairs 25%	1	881	881	1	881	881	1	881	881	1	881	881	1	881	881
Total	1	881	881												
Grand Total:	37	17331	23731	41	18231	27331	46	19131	31831	51	20031	36331	56	20931	40831

* 12% attrition rate of students are factored in year 4 and year 5.



About Us

Couch White, LLP is a full service law firm dedicated to the cost-effective resolution of legal problems encountered by, and the consummation of transactions contemplated by, an extensive business and professional clientele. The Firm, with its main office in Albany, has experienced attorneys and a full complement of paralegal assistants and support staff dedicated to meeting its clients' needs.

It is the Firm's goal to deliver to the business, financial and professional communities quality, cost-effective legal services. The Firm has expanded its office locations to provide services from satellite offices in Washington, D.C., New York City and Connecticut.

Corporate Partners

Harold D. (Chip) Gordon
Melanie J. LaFond
Jeremy M. Smith
John R. Vero
Michael T. Wallender

Real Estate Partners

Harold D. (Chip) Gordon
Jeremy M. Smith
John R. Vero
Michael T. Wallender

Charter School and Related Experience

Couch White attorneys have served as general counsel to numerous charter organizations and schools throughout New York State, including the New York Charter Schools Association (NYCSA), the International Charter School of Schenectady, Albany Community Charter School and the Brighter Choice Foundation. We are involved with charter schools at every level, ranging from helping organizations with initial applications to obtain a school charter to acquisition and leasing of school facilities. We also provide support for general board governance, personnel matters, school policies and general educational matters, compliance, renewal applications and school district issues.

The Firm's corporate practice group provides counseling to business clients, including sole proprietorships, closely-held entities, publicly-traded corporations and not-for-profit entities. We combine strategic planning and litigation services with transaction negotiations and implementation in order to attain our clients' business objectives. Organization structure and governance, transactional choices and dispute resolution methods and ramifications are assessed from strategic and tactical perspectives. We routinely advise business entities, their officers, directors and committees regarding rights, responsibilities and litigation.

Couch White's real estate practice group provides innovative and effective real estate services to individuals, businesses, not-for-profit organizations and governmental entities. Undeveloped land, infrastructure, manufacturing facilities, office buildings, warehouses, commercial buildings and utility projects are planned and developed in compliance with land use restrictions, with the benefit of available government incentives and with consideration of tax implications. Our real estate clients include commercial real estate owners and developers, professional service corporations, not-for-profits, tax-exempt entities, religious corporations, municipalities, transportation corporations, quasi-municipal entities, school districts, landlords, tenants and commercial and institutional borrowers and lenders.

Couch White also has a nationally-recognized construction law practice and handles cutting-edge issues affecting local, regional and national construction clients. The Firm's clients include public and private owners and developers, national surety companies, design professionals and their insurance carriers, general and specialty contractors, subcontractors and suppliers. The work includes negotiating and drafting contracts, lien law matters, environmental matters, contract performance issues, employment and labor law counseling, and litigation at administrative hearings, arbitrations and trials.

Recent Case

Couch White Obtains Landmark Decision in State's Top Court

Ruling Denies Department of Labor Prevailing Wage Mandate for Charter Schools

In a landmark decision, New York's top court ruled that charter school contracts for construction, renovation, repair and maintenance are not subject to prevailing wage requirements under the labor law.

In a 5-2 vote, the Court of Appeals rejected the New York State Labor Department's controversial 2007 determination, under former Governor Eliot Spitzer, that required charter schools to pay prevailing wage rates that are often substantially higher than market rates. Couch White, LLP partners James J. Barriere and Michael T. Wallender argued the case on behalf of the New York Charter Schools Association and the Brighter Choice Foundation.

Main Office

540 Broadway
Albany NY 12207
p: 518-426-4600
f: 518-426-0376

Other Locations

110 William Street,
Suite 1410
New York NY 10038
p: 212-513-7144
f: 212-226-7554

601 Pennsylvania Avenue
Washington DC 20004
p: 202-638-6949
f: 202-638-6951

406 Farmington Avenue
Farmington CT 06032
p: 860-676-7740
f: 860-676-7704

¹Eximius Academy Charter School's Family Resource Centers Serving Families in Need

Eximius Academy Charter School's Family Resource Center (FRC) will offer comprehensive supports and resources for parents/caregivers of young children. We will facilitate social and health services offered in a culturally competent and cost-effective fashion aimed at positive parenting, health and mental health improvements, healthy child development, children's school readiness, parents' economic self-sufficiency, and reduced social isolation. Customized to our families unique needs, the Eximius FRC referral programs and services will emphasize prevention and early intervention as we build from family strengths and empower families to both give and receive social supports and become more engaged, both in their FRC, school and communities.

Societal Expectations

Research has identified three key societal expectations of parents:

- To provide for their children's basic needs while striving to optimize their physical, cognitive & emotional development
- To achieve economic self-sufficiency
- To prevent and address problem behaviors such as substance abuse and domestic violence, which pose risks for entire families

Underlying Assumptions

All families may experience personal and environmental risk factors at some time, and these risks limit their capacity to meet these three societal expectations. Families challenged by social-geographic isolation, poverty, limited employment opportunities, health and mental health problems, and limited social supports have multiple risks, and those with young children are a priority.

Target Populations

FRC programs and services will be open to all our families. The FRC will target:

- Young children, ages 0-5
- Families involved with the child welfare system
- Families at risk for child abuse or neglect (e.g.) those with substance abuse, domestic violence, & mental health problems.

Activities

Family-centered and –focused Health and Social Services such as:

- Health and mental health developmental screenings and systematic assessments
- Information about, and referrals to, social and health services
- Referrals to prevention and early intervention programs (e.g., home visitation, multi-disciplinary team)
- Family counseling, including domestic violence prevention
- Group-based, social support programs for parents & children
- Positive behavior management services
- Referral to, and development of, a medical home for the child & family
- Referral to early childhood education

Family Support & Education

- Adult education programs
- Job readiness programs
- Parenting and life skills education
- ESL/citizenship services and supports
- Access to resources to meet basic needs for food, clothing, and transportation
- Respite child care services
- Drip-in play, play groups

Developing Community Capacities

- Promoting interagency collaboration
- Developing special community events (e.g., health fairs and festivals)
- Developing public awareness campaigns and community presentations
- Developing parent-led programs & services
- Providing advocacy training for parents
- Developing parent-led governing boards

Intermediate Outcomes

Child and Family Well-being

- Increases in health insurance, referrals to health care, and immunization rates
- Increases in early childhood education enrollments
- Decreases in risk factors involving substance abuse, domestic violence, and mental health problems (depression)
- Increases in access to early intervention services for special needs children
- Increases in sustainable social supports for parents
- Reduced isolation, especially among ESL parents

Family Support & Education

- Increases in parents' knowledge of child development and use of techniques
- Increases in positive parenting behaviors
- Increases in parental access of community resources
- Home visiting families join FRC

Community Capacities

- Increases in parental engagement in FRC & other community agencies
- Increases in parent-led programs and services
- Increases in parent leadership in governing boards
- Increases in interagency work

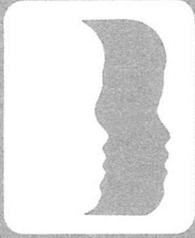
Long-Term Outcomes:

- ✓ **Prevent and reduce child abuse and neglect.**
- ✓ **Improve key indicators of children's health development. Including school readiness**
- ✓ **Reduce child welfare involvement and prevent out-of-home placements**
- ✓ **Increase the number of strong, interconnected families who give and receive both social supports and resources**
- ✓ **Increase parents' economic self-sufficiency**
- ✓ **Revitalize neighborhoods, reducing transience and increasing residents' collective efficacy**

¹The Eximius FRC design is based in part on the model developed by the Institute for Human Services Research, UAlbany SUNY, School of Social Welfare, 2011.

ATTACHMENT 24

Eximius Academy Annual Assessment Calendar		
Timeframe	Unit	Diagnostic/Assessment Tool
July 30 – August 17 (3 weeks)	Initial Screening (Summer Orientation)	AIMSweb-Academic, Language Assessment Battery-Revised (LAB-R)
August 20 – August 31 (2 weeks)	Analysis of Diagnostic Data (1 st Data Driven Instruction PD)	Action Plan Templates to identify (re-teach standards; create tutoring plans for basic foundational skills that are “pre-knowledge”; create first Unit plans and in class assessments tools
September 4 – October 12 (6 weeks)	Unit 1	
October 15	Interim Assessment -Unit 1	Terra Nova, AIMSweb - Behavior
October 19	Analysis of Data	Action Plan Templates; (6 wks) Unit 2 Instructional Plans adapted to results
October 22 – October 26 (1 week)	Re-Teach Objectives from INTERIM ASSESSMENT Unit 1	Re-Teach based on test results analysis
October 29 – December 7 (6 weeks)	Unit 2	
December 10 (7 weeks after 1 st assessment)	Interim Assessment –Unit 2	AIMSweb, ERDS reading diagnostic
December 14	Analysis of Data	Action Plan Templates; Unit 3 Instructional Plans adapted to results
December 17 – December 21 (1 week)	Re-Teach Objectives from INTERIM ASSESSMENT- Unit 1 &2	Re-Teach based on test results
January 2 – February 8 (6 weeks)	Unit 3	
February 11	Interim Assessment 3	AIMSweb
February 16	Analysis of Data	Action Plan Templates; Unit 4 Instructional Plans adapted
February 18 – March 23 (5 weeks)	Unit 4, Re-Teach of Units 1-3, and Test Preparation	Re-Teach based on test results
March 25	Interim Assessment 4	AIMSweb
March 30	Analysis of Data	Action Plan Templates; Unit 5 Instructional Plans modified
April 1 – May 18 (7 weeks)	Unit 5, Re-Teach of Units 1-4, and Test Preparation	Re-Teach based on test results
April 13 – June 21	STATE TESTING	
May 20	Interim Assessment 5	AIMSweb, ERDA and DRA (Grades 1 & 3)
May 25	Analysis of Data	Action Plan Templates; Unit 6 Instructional Plans modified
May 27 – June 21 (4 weeks)	Unit 6, Final Performance, Test Prep	Re-Teach based on test results
June 24 – June 29 (1 week)	Final Performance Tasks	Oral Presentations and Large Math Project; Action Plan Templates for STEM Summer Academy;



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 & CHILD
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1473 Erie Boulevard
 Schenectady, New York 12305

518 346 1285
 518 370 3146 (fax)
www.neparentchild.org

November 8, 2010

Dear Charter School Authorizer:

Please consider this letter of support for the Eximius Academy Charter School's application to operate a new charter school in Schenectady City School District.

I have long had a vital interest in and commitment to Schenectady's successful revitalization as a thriving city. Essential to that success are excellent schools. A high-achieving school is integral to bringing and keeping families in the community. Excellent schools interest, energize, inspire and produce excellent students. The Eximius Academy's school design is modeled on schools that are producing excellent results. Schenectady has a clear and urgent need for a small, high quality K-12 school. Low test scores, poor skills and high attrition characterize the experience of low income students in the City's district schools. The founders of the Eximius Academy Charter School have structured a strong foundational core to ensure its success in starting and running one of the highest performing urban public schools in the Northeast. Eximius Academy Charter School will have a strong emphasis on literacy and a science, technology, engineering and math focused curriculum, character education, as well as the highest academic and behavioral expectations. The school will provide low income students in our city with full access to opportunity and success, something that is lacking in the present school system. I strongly urge you to approve Eximius Academy's charter application.

Sincerely,

Dr. Peter F. Stoll

Vice President of Quality Assurance and Strategic Initiatives

Community Fathers Incorporated
Hamilton Hill Arts Center
409 Schenectady Street
Schenectady, New York 12307
518-346-7546

December 21, 2010

To Whom It May Concern:

Community Fathers Inc. offers our support to the Eximius Education Foundation as they submit their Charter School application for the Eximius Academy Charter School within the City of Schenectady, New York. This Charter School offers choice to the parents and children of our community and we believe will help to improve academic performance in the City of Schenectady.

Community Fathers Inc. is a grass roots organization dedicated to enhancing the quality of life for fathers, children and families in our community. We support the educational philosophy of Eximius Academy Charter School as a collaborative model that actively involves parents in the educational process in order to meet the non-academic barriers that many within our community face. Education is a clear means of preparing our families for the 21st Century, and as fathers, we believe educational potential is proportionate to the quality of the educational institutions that ultimately deliver the services. The Board of Directors of Eximius Academy Charter School has already demonstrated their commitment to help improve the quality of life for the greater capital district region. We affirm, that by preparing economically disadvantaged and culturally diverse students from Schenectady in grades K through 5 to master 21st Century knowledge and skills by achieving academic excellence, Eximius Academy Charter School will close the academic achievement gap, help students meet and exceed Common Core Standards and be well on their way to becoming lifelong learners. We fathers of the community strongly support and are committed to working with Eximius Academy Charter School to help provide the best education for our children, which ultimately improves families and our community. We urge you to approve Eximius Academy's Charter School application and thank you for your consideration.

Sincerely,



Walter Simpkins
Executive Director

March 31, 2011

New York State Education Department
Charter School Office
Room 471 EBA, 89 Washington Avenue
Albany, NY 12234

Dear Charter School Authorizer:

The Eximius Education Foundation, Inc. is a not-for-profit organization. Our mission is to carry out charitable and educational purposes, provide research, support, and resources to Eximius Academy Charter School so that they may, in turn, provide the highest-quality educational programs.

Toward this end our Board will purchase, renovate and lease at cost 901 Draper Avenue, to the Eximius Academy Charter School to assist in providing a facility. In addition, our organization will provide \$175,000 grant funding to finance the pre-operational phase of their start-up from January 1, 2012 to June 30, 2012.

Respectfully yours,

A handwritten signature in cursive script that reads "Pamela Y. Swanigan". The signature is written in black ink and is positioned above the printed name and title.

Pamela Y. Swanigan
Chairperson
Eximius Education Foundation

NYS Department of State

Division of Corporations

Entity Information

The information contained in this database is current through August 13, 2010.

Selected Entity Name: EXIMIUS EDUCATION FOUNDATION, INC.
Selected Entity Status Information

Current Entity Name: EXIMIUS EDUCATION FOUNDATION, INC.

Initial DOS Filing Date: AUGUST 10, 2010

County: SCHENECTADY

Jurisdiction: NEW YORK

Entity Type: DOMESTIC NOT-FOR-PROFIT CORPORATION

Current Entity Status: ACTIVE

Selected Entity Address Information

DOS Process (Address to which DOS will mail process if accepted on behalf of the entity)

EXIMIUS EDUCATION FOUNDATION, INC.

P.O. BOX 1859

SCHENECTADY, NEW YORK, 12301

Registered Agent

NONE

This office does not record information regarding the names and addresses of officers, shareholders or directors of nonprofessional corporations except the chief executive officer, if provided, which would be listed above. Professional corporations must include the name(s) and address(es) of the initial officers, directors, and shareholders in the initial certificate of incorporation, however this information is not recorded and only available by [viewing the certificate](#).

*Stock Information

# of Shares	Type of Stock	\$ Value per Share
No Information Available		

Date of this notice: 08-16-2010

Employer Identification Number:
27-3244303

Form: SS-4

Number of this notice: CP 575 E

EXIMIUS EDUCATION FOUNDATION INC
% PAMELA Y SWANIGAN
PO BOX 1859
SCHENECTADY, NY 12301

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 27-3244303. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

FILING RECEIPT

=====

ENTITY NAME: EXIMIUS EDUCATION FOUNDATION, INC.

DOCUMENT TYPE: INCORPORATION (NCT-FOR-PROFIT)

TYPE: C COUNTY: SCHE

=====

FILED:08/10/2010 DURATION:PERPETUAL CASH#:100810000951 FILM #:100810000891

FILER:

EXIST DATE

PAMELA Y SWANIGAN
PO BOX 1859

08/10/2010

SCHENECTADY, NY 12301

ADDRESS FOR PROCESS:

THE CORPORATION
P.O. BOX 1859
SCHENECTADY, NY 12301

REGISTERED AGENT:



=====

SERVICE COMPANY: ** NO SERVICE COMPANY **

SERVICE CODE: 00

FEEES 110.00

FILING 75.00
TAX 0.00
CERT 0.00
COPIES 10.00
HANDLING 25.00

PAYMENTS 110.00

CASH 0.00
CHECK 110.00
CHARGE 0.00
DRAWDOWN 0.00
OPAL 0.00
REFUND 0.00