Rochester Career Mentoring Charter School | 2011 Full Application

2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents for [**Rochester Career Mentoring Charter School**]

Dennis P. Francione
Lead Applicant

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Rochester City School District, NY

Grade-level: 9th – 12th

Total Enrollment: 320

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2011 NYSED Charter School Application Statement of Assurances

Please disregard the four assurances that are found on the top half of page 24 of the 2011 Charter School Application Kit (the text preceding "I. EDUCATION PLAN"). Instead, please provide the following information in a one-page Charter School Application Statement of Assurances:

☒ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [Rochester Career Mentoring 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 materials 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.

Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011.
Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.

☒ In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the [Rochester Career Mentoring Charter School], we agree to abide by and implement the forthcoming Closing Procedures for New York State 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 [Rochester Career Mentoring Charter School] is accurate and correct.

Dennis P Finucane Signature of Lead Applicant

March 25, 2011 Date

The prospectus submitted in January 2011 reflected our Founding Group's original plan of enrolling both 9th and 10th graders during the 2012 start-up year. Based on feedback provided in the NYSED Charter School Office's Prospectus Review and during the March 8th conference call, the Founding Group has decided to enroll only 9th graders during the 2012 start-up year. The change does not fundamentally alter our school design as we remain a 9th-12th grade charter. Moreover, enrolling only 9th graders the first year will allow us to better define and facilitate building our student-centered school culture.

I. EDUCATION PLAN

Mission Statement

Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

A. Curriculum and Instruction

The Founding Group believes that in order for our curriculum and instruction to be effectively implemented, the following four key designs must be addressed:

I. Personalization: We believe that by connecting our students with a teacher-advisor our curriculum design will be enhanced.

We will offer each and every student an **Individual Learning Plan**, which is a description of the unique work a student has planned for the quarter. It is focused around each student's career interest and passion, as well as grade level academic expectations and special needs. No two students will have the same Individual Learning Plan. Most of the Individual Learning Plan will revolve around student academic work and a student's internship and project work.

Our students will be introduced to a **Wrap Around Advisement**, which is a small community within the school that provides each student a personal approach to learning through an adult coach and advocate. Students remain with the same advisory for two to four years in order to build relationships that will sustain the student as he or she works through each career exploration, personal, academic, social/emotional and family-related issue. Teacher-advisors will "loop" with their students into year two and will help them continue their Individual Learning Plan through writing and broadening of their learning strengths and concerns, outlining the Regents requirements for a 10th grader, and refining their career interest and goals.

II. Teachers as Curriculum Designers: We believe that if teachers are involved in designing our curriculum framework, they will feel more invested in our charter school's success and more engaged in our students.

Rochester Career Mentoring Charter School will use the Rochester City School District's curriculum framework which is aligned to the New York State Common Core Standards, core curriculum, and assessments. As such, project-based learning will serve as the primary delivery model of the curriculum,

incorporating teacher-designed student inquiry projects. In order to facilitate and strengthen our teachers' understandings and use of project-based learning (PBL), our teachers will participate in project-based

learning models presented by the Buck Institute for Education (BIE). These workshops will begin in August 2012 and continue into the school year. Sessions during the school year will include enrolled students, and will function as an incubator. Upon approval of this charter school, a formal plan will be developed between the charter school Founding Group and a representative (David Ross) from BIE.

Buck Institute for Education conducts formative and summative research in partnership with universities, state departments of education, school reform networks and school districts, and makes regular presentations at the annual meetings of the American Educational Research Association (AERA), Association for Educational Communications and Technology (AECT), and Society for Information Technology and Teacher Education (SITE). BIE demonstrates how students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st century skills, such as collaboration, communication and critical thinking Similarly, projects such as these will be infused in each of our charter school's student's core academic courses and career interest. BIE also has conducted research and studies for High Tech High that signified positive instructional results from its teaching staff. BIE research found that High Tech High teachers who were involved and invested in project-based learning reported higher academic achievement results from their students.[1]

Since we are infusing our project-based learning instructional approach in the Rochester City School District's curriculum framework, we will invite city public school district teachers to join our charter school teachers in the project-based learning workshops offered by BIE. Also, the project-based learning workshops will begin in the summer of 2012 as shown on the sample professional development chart below and on the next page (Table 1).

Table 1

Timeline	BIE on site	Deliverable	Who receives deliverable?	Who reviews/edits deliverables?
Day 1 **Introduction to PBL101** **August/2012**	Yes		Educational Leader/teachers	Educational Leader/teachers
Day 2 & 3 **PBL101** **August/2012**	Yes	Project Design Overview (BIE Word doc)	Educational Leader/teachers	Educational Leader/teachers
4 weeks after PBL101 **September/2012**		Project calendar developed	BIE	BIE
4 weeks after PBL101 **September/2012**		Project Teaching and Learning Guide Provided	BIE	BIE

[1] Ravitz, J. (2010). Beyond changing culture in small high schools: Reform models and changing instruction with project-based learning. Peabody Journal of Education, 85(3), 290-313.

4 weeks after PBL101 September/2012		Supporting Assessments	BIE	BIE
6 weeks after PBL101 September/2012	Yes	Final draft (including revisions) of all project design and assessment documents	Educational Leader/teachers/BIE	Educational Leader/teachers/BIE
7 weeks after PBL101 No later than early October/2012	Yes	Project launch		
11 weeks after PBL101 November/2012	Yes	Project debrief and reviewed		

- ✓ **BIE provides for on-site facilitation of PBL 101**
- ✓ **All other coaching visits are arranged with partner organization**
- ✓ **The next PBL training session would continue into the second semester of school**
- ✓ **All workshops, coaching sessions, and BIE material costs are reflected in our budget.**

In addition to the above, our teachers will receive training in the Career Choices curriculum by representatives from Academic Innovations, Inc. Discussions have already occurred with Academic Innovation representative, Karen Shiner, and our Founding Group. The importance of this curriculum is that it clearly demonstrates the need for students to learn about career and post-secondary opportunities, and to understand why they must rigorously prepare for such opportunities while still in high school. This curriculum easily integrates with other interdisciplinary course work in English, mathematics, social studies, and science; its helps students align academics with career interest and exploration.

Rochester City School District's Deputy Chief for School Innovation, Mary Doyle, and Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, have been informed by the lead applicant of this charter school that upon approval of our charter by NYS Education department, a plan will be developed to invite specific city teachers to our BIE workshops and coaching sessions. This joint effort complies with the Rochester City School District's Compact between city public schools and charters.

In drawing upon project-based learning as our primary instructional delivery model, all of our teachers' classrooms will look more like workshops than the traditional classroom arrangement where students learn in isolation. Instead, our classrooms will be student-centered with laptops, instructional resources, and materials readily available to each student. It will not be uncommon for their students to work independently, in pairs, or as a group. This approach is especially important to meet the needs of diverse learners with different learning styles.

Rochester Career Mentoring Charter School will adhere to Education Law, Section 2854 (1) (d) and provide project-based learning instruction aligned with NYS Common Core Standards, required Regents courses (next page, Table 2), and provision of true career exploration and attainment of job readiness skills.

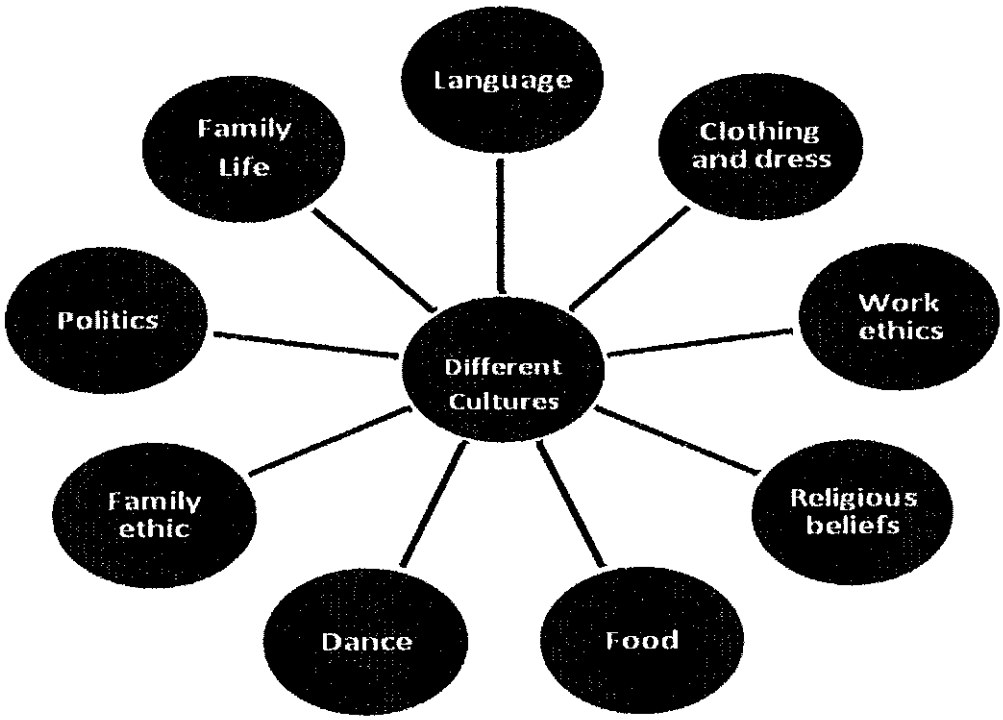
Table 2

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Other Required Courses/ Other Electives Recommended Electives/ Learner Activities
	9	English/ Language Arts I	Integrated Algebra	Living Environment	Global and Geography I	Career Development & Occupational Studies Foreign Language Fine Arts Physical Education
	10	English/ Language Arts II	Geometry	Earth Science	Global History and Geography II	
	11	English/ Language Arts III	Algebra 2 Trigonometry	Chemistry	U.S. History	
	College Placement Assessments- Academic/Career Advisement Provided					Internship I & II Health & Physical Education
	12	English Language Arts IV (Final Project)	Pre-calculus	Physics	Participation in Government /Economics	

Rochester Career Mentoring Charter School's instructional program will require a full-time teacher at each subject and grade-level, which totals four core academic teachers in our first year. We offer this framework as a four-year design that integrates subject-area learning standards inclusive of the New York State Common Core Standards from English/ Language Arts and social studies into a humanities approach to learning. The teacher designed project-based learning units will also offer a four-year design where mathematics and science learning standards are interwoven for skill mastery and application. Under the guidance of the Coordinator of Internship, teachers will infuse components of the Career Choices curriculum as the content areas lend themselves to that integration. Our core academic teachers will be flexible in their delivery of information to students. There will be time when our core academic teachers will teach skills and content independently. Our daily master schedule allows for team teaching as well as coaching students involved in project-based learning.

Our students will guide themselves in understanding the concepts and skills being applied to the New York State Learning Standards through a brainstorming, prioritizing, clarifying, and selecting process, led by their teachers. The first step for our charter school students is to understand the standards being taught. In every core academic class, a teacher meets with the class as a large group and indicates the learning standard to be taught, along with a teacher prepared learning unit.

Students will be aware of how, for example, the Global History and Geography I standards are aligned with English/Language Arts standards. Students will be able to look at the relevance of issues and their application to a lesson or unit of study by brainstorming personal ideas, connections and concepts that they see related to the issue. Students should be free to contribute countless ideas from their own lives involving the issue at hand as demonstrated by the diagram below.



Through brainstorming, students will take what they have formulated and begin to give definition to each idea by designing critical questions for each of the ideas. Asking the right questions may take some research. Since our charter high school teaches one student at a time in a personalized environment, learning style plays an important role in this process. Our students will be allowed to research ideas and questions independently, as a team, or as a whole group. We know that based on research, some students are visual learners, whereas others learn best by listening and/or doing.

As students prepare to create and share new knowledge through this unit of study, they will be responsible for gathering information by reading and recording facts that pertain to the idea chosen. Sharing of the idea by dramatizing, demonstrating, illustrating, sketching, and interpreting will move students into a more vivid understanding of the issue.

As the lessons continue, students move to comparing and contrasting, critiquing, and examining the issue in full detail. This allows students to analyze every specific aspect and detail of the issue as they work toward creating their final project. To distinguish the legitimacy of a project and its application to the NYS Learning Standards, students must be able to present, judge, and defend for the project they will create. After defining, clarifying, and researching ideas, students begin to prioritize the important ideas related to culture. By prioritizing, students are provided the chance to combine ideas that may overlap and/or eliminate ideas that are not aligned with the issue.

Students next begin to elect a specific idea for their project. Our charter school students will be responsible for developing a plan for their project with guidance and coaching from their teachers. Every planned project must be flexible enough to allow students to add and/or delete from the project. Projects will continue to be refined as the students continue to research. These projects will not only include research, but critical thinking, decision making, problem solving and collaboration among the students, as well. Our students will learn how to work as a team rather than in isolation. In fact, all of these classroom skills are comparable to the skills workers need to become productive, employable citizens in our community.

Every student will be expected to complete projects and activities which demonstrate his/her knowledge and understanding of concepts and ideas associated with the New York State Learning Standards with a strong emphasis on Career Development and Occupational Studies. The ability of students to demonstrate their application of newly learned skills and knowledge will play a key role in motivating and assessing students.

Our teachers will be expected to prepare and deliver a rigorous model of instruction. Rigor will not be compromised by "dummying down" the instruction as a result of teacher judgments about students' ability. Instead, teachers will have access to student assessment data which will objectively indicate students' proficiency levels in reading and math to be used to inform and differentiate instruction. Teachers will be trained to increase the learning capacity of students and offer a challenging curriculum to all students. Students will have access to on-grade level and more advanced material through the learning of strategies that will allow students to access knowledge and understanding of difficult material.

On the next page is an example of a "sample" lesson unit that would be facilitated and modeled by the teachers. This draft was also reviewed by Buck Institute for Education representative, David Ross. The lesson integrates NYS Learning Standards in English/Language Arts and social studies and mathematics and science with the infusion of career development concepts and skills. Literacy, technology, and career development concepts are strategically infused across all content areas. The activities listed in this sample lesson are correlated to the learning standards they are meant to address. This sample unit also will be integrated into with the Rochester City School District's curriculum framework.

Upon approval of our charter school, the Chief Executive Officer and members of our Curriculum and Assessment Committee will arrange specific meetings with the Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, to review and discuss the updated revised Rochester City School District's curriculum framework and how we will integrate it with our project based learning units and lessons.

Sample Unit 1
Introductory Unit – A Framework for Integrated and Cross-Content Learning
"Building Foundations for Academic and Workforce Success in the 21st Century"
Grade 9 (All students participate in Unit 1)

Unit Duration
4 weeks

NYS Learning Standards	Essential Questions	Input/ Activities	Performance Indicators/ Outcomes	Assessments and Evaluation Tools
English/Language Arts *Integrated* **Reading and Writing, Speaking and Listening** for Information and Understanding, Critical Analysis, and Social Interaction	What personal skills, aptitudes, and abilities define personal attributes? What writing, speaking and listening skills are employed during interviews? What personal attributes define individual class members and the group as a whole? What characteristics identify highly successful individuals and groups? How is challenge defined? Who is someone in the community who has faced adversity and overcome challenges to	Complete "Student Attributes Survey" and review results. Staff and students are paired and interview each other to determine essential personal characteristics then create montages illustrating strengths, talents and interests of all members of the school community. Read text: Community Success Stories. Chart out personal and professional characteristics and skills of persons represented in selected stories and challenges overcome Learn interview techniques and skills Practice development of cross content literacy strategies	Create a personal profile based on survey results for use in science class Design a profile chart of characteristics reflective of highly successful persons read about, identifying challenges faced and overcome (group task) Prepare a list of questions for interviewing a person in the community Draft a personality profile outlining characteristics of a highly successful person from the community	Complete personal profile template identifying personal strengths/skills Craft montage personality profiles of individuals and display Write 8-12 appropriate interview questions Incorporate interview notes into the personality profile essay to serve as a baseline writing sample SRI Reading Assessment

	become a successful citizen? How does information about highly successful individuals impact the code of conduct?			
NYS Learning Standards	**Essential Questions**	**Input/ Activities**	**Performance Indicators/ Outcomes**	**Assessments and Evaluation Tools**
Social Studies Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other	How have US citizens responded and reacted to public education as a right? Over time, have US citizens acted responsibly in developing their full potential to become contributing members of society? What types of educational opportunities do students from around the world look forward to in their lifetimes? What factors attribute to highly functioning systems? Who am I and what do I bring to my school	Students investigate a broad perspective by means of examining primary and secondary documents to discover the contributing factors leading to public education as a right for all citizens in the US. Students uncover the national and international trends in regards to high school and college graduation rates spanning the past thirty years Students examine perspectives to determine how educational trends affect opportunities in the workforce and college options. Students survey websites to	Design a timeline of the critical moments in United State's history leading to present-day public education systems. Create an educational summary graphing national high school and college graduation rates and unemployment rates Begin vocabulary portfolio define rights, responsibilities, opportunity, privilege, citizenship and participation Define Culture Prepare notes and plan visuals for group presentation	Student groups will present findings defending two central ideas: *Do US students have significant educational privileges compared to other teenage students around the world? Do US students take advantage of the rights offered to them under the US Constitution and adequately prepare themselves for adulthood?* Based on the findings and information presented by groups of students, all students contribute to create a rubric detailing the attributes of a productive community within a successful educational system and the

nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation	community? Who makes up my school community? What similarities and difference are evident amongst the members of my community? What skills do I possess and what tasks would best utilize and further develop those skills? What type of culture emerges as a result of the attributes of the members of this community?	develop an understanding of how teenagers from other parts of the world access education Students refer to the personal profile chart and the group profile chart to identify predominant characteristics, commonalities among members and diversity reflected.	Characterize the emerging school culture based on the members of the community, its commonalities and differences.	roles, rights, and responsibilities of its members, including expectations of school participation and involvement. This document becomes the climate-code of conduct for CMCS. Adhering to the criteria of the conduct, a contract is formed and signed by students, parents and teachers. Town hall established; in its opening, each member of the community is introduced by another member using the montage as a reference point.
NYS Learning Standards	**Essential Questions**	**Input/ Activities**	**Performance Indicators/ Outcomes**	**Assessments and Evaluation Tools**
Science Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions. Standard 4:	What are the characteristics of inquiry? What are the characteristics of a successful environment conducive to growth and productivity? How is ingenuity developed through the use of conventional	Students practice Socratic method; explain and define characteristics and procedures of inquiry Students develop literacy and inquiry skills to reconcile competing explanations; clarify points of agreement and	Identify an individual that you would define as successful in the workplace. Interview that individual. Identify the position that this person holds and provide a description of the roles and responsibilities that are important	Analyze information from first unit of study concerning elements of success, and integrate understanding of these components in personalized goal setting, interview essay and climate-code of conduct.

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. Students will demonstrate their critical thinking skills in an essay on a situation they have faced. Students will elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent ones thinking. Major Understandings 1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.	techniques and procedures?	disagreement; and to formulate their own conclusions based on the evidence present. Identify elements of successful environments in the natural world	to the position. Observe the personal qualities of that individual that indicate competency. Ask critical questions to determine from the interview what qualities, skills, and personal attributes, are essential to success in that position Elaborate on your personal explanation of a natural phenomena, (workforce competency) and develop an extended visual model to represent your thinking. Highlight the specific knowledge that you provide your community about successful workforce elements. Students will share data from the interviews to develop a chart of the most desirable personal qualities and most essential 21st century skills in the workforce represented in the interviews. Students will	

			explain the phenomenon associated with preparing for a successful future a 21st century global society	
NYS Learning Standards	**Essential Questions**	**Input/ Activities**	**Performance Indicators/ Outcomes**	**Assessments and Evaluation Tools**
Mathematics Standard 1: Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions. Standard 2: Information Systems Students will access, generate, process, and transfer information using appropriate technologies. Standard 3: Mathematics Students will understand mathematics and become mathematically confident by communicating and	How many minutes are spent in the activities one chooses to participate in over the course of a ten-day period? What probable conclusions can be drawn about use of time if ten days represents one year? What individual conclusions can be made based on the study of time allotment data? What is the significance of two million minutes? How can two million minutes be charted for success?	Students will gain insight into the value of time and time management by outlining how the minutes of each day are spent over a ten day period of time. Students will apply probability to data from the ten-day period to determine how personal use of time is allocated over the course of one year. Students will view "Two Million Minutes" video. Through the video presentation, students will explore global perspectives regarding work ethics, and world views on education. Students will apply the knowledge and thinking skills of mathematics,	Students will generate a summary based on the conclusive evidence of the ten-day study indicating successes and challenges. Based on observations and concepts from the video and as a result of new understandings of time as an element of success in high school, student will set work ethic goals for academic success in the first 10 weeks of school. Students will mathematically chart out what two million minutes signify in relation to their high school education Identify essential changes required to succeed in a 21st century global workforce	Graph individual use of time, label criteria, and summarize amount of minutes spent in each activity using percentages. Create a visual that presents the individual now and the adult individual determining in mathematical language the difference education will make in pursuing one's future goal. Construct and present understandings of 21st century workforce skills in reference and in relation to observations, interview, and information presented in the first unit of study at CMCS to substantiate individualized learning goals

reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and Standard 7: Interdisciplinary Problem Solving Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.		science, and technology to address real-life problems and make informed decisions		
NYS Learning Standards	**Essential Questions**	**Input/ Activities**	**Performance Indicators/ Outcomes**	**Assessments and Evaluation Tools**
Career Choices *Based on Career Development and Occupational Studies Learning Standards* Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and	What does career development mean in terms of academic and personal growth? How do we prepare students for a role as learner? What is the importance of learning styles and how does this information impact my goals as a learner?	Students engage in the foundation of student-centered learning to develop a practical understanding of how instruction will be organized and assessed Students complete a learning style inventory Students categorize results of a survey determining the readiness of new	Ask students to share their passions. Begin brainstorming possible careers that address their passions. Have students brainstorm what they think well known individuals would define success. Discuss work ethics as illuminated in the video.	Culminating unit activity: Portfolio entry: Articulate personal and academic goals for the first ten weeks of school as baseline for career-based on multiple learning experiences and information garnished in the first unit of study, students will complete a goal setting template addressing areas of strength, and set

abilities to future career decisions. Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	How do we prepare to become purposeful and productive members in the 21st century workforce and active members of the community? Why are the 9th and 10th grade years so important? How do I build capacity toward reaching my potential? How do I address issues in school and in my life? How do I address frustration and anger?	entrants to the workforce (*Are they really ready to work?*, The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, US, 2006.) Students read research predictors of high school graduation: (*What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Close Look at Course Grades, Failures, and Attendance in Freshman Year*, Consortium on Chicago School Research at the University of Chicago, 2007.	School and community support systems / teachers, advisor, mentor, community agencies emerge as a support network to keeping students on track, ensuring goals are met, and in assisting students with dealing with school and personal issues that create frustration and anger in order to minimize distractions to learning.	goals with descriptors identifying how goals will be met. This template will be formally that monitored and addressed throughout the first weeks of school.

There are other important courses and learning standards which our students will be required to take as our charter school develops and grows over the next five years. Some of those courses will be derived from the Rochester City School District's curriculum framework and may include:

English IV is the foundation course for our career-based senior project. This course demonstrates that our students have focused on and mastered the concepts and skills of their career interest. Students should clearly demonstrate that they have been able to define their career choice and its importance in society. The senior project must be research-based and include literature on their career. Students are expected to write a well-thought out 15 – 20 paper about their career choice and the impact it will have on them as productive, employable citizens. Students also will be responsible for making a presentation of their career choice to both a three-member review committee and to a public audience at the charter school's end of the year exhibition event. This course will prepare them for those presentations.

Fine Art is required for students to continue their understanding of drawing, painting, art history, and design. Fine Arts will emphasize a finessed use of technique, style, and understanding of visual language with the expectation of students working at a more advanced level. Students will become aware of the career options offered in the field of the arts.

Physical Education is a required course intended for students who attend CMCS. This course will emphasize Personal Health and Fitness Standard 1, A Safe and Healthy Environment Standard 2, and Resource Management Standard 3. Students will demonstrate and will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. Students will also be aware of some career options in the field of physical fitness and sports.

Health is a required course intended for students to learn the nature of human growth and development and recognize the relationship between behaviors and healthy development. Students will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students will demonstrate personally and socially responsible behaviors. They will learn about taking care of and respect for themselves and others. Our students will recognize threats to the environment and offer appropriate strategies to minimize them. They will analyze how health laws, policies and regulations protect personal and environmental safety and demonstrate ways to care for and show respect for self and others. Students will also be aware of some of the career options in the field of health and human services

Language Other Than English: Spanish 1 is an introductory course for students who require a Foreign Language. It is intended to develop limited proficiently in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak proficient with accurate pronunciation and intonation, while fostering an appreciation of the culture. Each student will be expected to master the building blocks of the language and will therefore have to achieve full mastery of each of the unit topics in order to progress to following stages; these skills will be evaluated by both written and oral presentation in translation, and comprehension/speaking skills respectively. Students will also be aware of the employment opportunities in language interpretation.

We recognize the importance of students' successful transitions into 9th grade, as adolescents must make key decisions related to their academic trajectories, crucial lifestyle choices, and high drop-out rates (http://www.academicinnovations.com/docs/ftsc.pdf) (Mizelle & Irvin, 2000).[2] Transitions into 9th grade are even more critical for our prospective students, as the RCSD's school configurations are in flux, with some students transitioning from K-8 models, while others face multiple transition points coming from K-6 and 7-8 school configurations. In addition to high rates of student mobility in the RCSD, the need for a 9th grade transition program is made that much more critical. Thus, our 9th graders will participate in a mandatory summer bridge program scheduled the summer prior to the start of the school year. During this program, we will provide our students and their parents with orientation into high school, and begin the process of implementing life skills, self discovery, and academic skills with comprehensive guidance. We will provide lessons and interactive activities that will have the students project themselves to age 29, as per the Career Choices 10 year plan, and begin discussing how to not live beyond their means and how to become economically self sufficient and with an emphasis on how their academics and education will play an important role in their future and plans. We will integrate soft skills from Career Choices and

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[2] Mizelle, N. B., & Irvin, J. L., (2000). Transition from middle school into high school. Mid*dle School Journal, 31*(5), 57-61.

begin career exploration in a one week session that will last approximately 15-20 hours. Utilizing the Career Choices curriculum for the summer bridge program will provide continuity and a foundation for the curriculum's focus on the areas of personal social development, educational achievement, and, career and life skills.

Our charter school's first year calendar provides a number of instructional days for our students to meet or exceed the NYS learning standards. CMCS has a longer school year, we have added 13 more instructional days to our school calendar, exceeding the State Education Department's required minimum of 180 instructional days. The longer year adds time for learning and cuts down on summer forgetting. We begin the school year in late August which is earlier than most of the school districts within Monroe County to provide our teachers sufficient time to introduce our students to the advisement; to get to know students better; to acquaint students to our student-centered workshop instructional approach to teaching and learning.

Every class assigned to our 9th graders on their daily schedule meets the requirements of the Regents so that our students will be on the pathway to receiving a local or advanced Regents diploma. Our unique daily schedule is intended to provide students with ample opportunities to transfer their new understanding of concepts and skills into relevant projects and activities. The goal will be to meet the needs of each student and prepare them to access chosen college, career, and employment opportunities by fully engaging them in their education and by making their future aspirations attainable.

Additionally, learning standards of all subject areas may strategically cross between core academic content-areas and other subject areas such as fine art, foreign language, and physical education classes. For example, a student working on a project focusing on the Tibetan movement for independence in a social studies class may be meeting learning standards in several subject areas such as English and social studies. The evidence of this work may culminate in a project that is part of one or more classes. Teacher collaboration, with students' career interests, academic skills, and goals in mind, will drive this design.

In addition to the workshops we will receive from Buck Institute for Education, teachers will participate in a series of workshops that train them on how to better understand student learning styles as it applies to our charter school pedagogical approach. Students will be dismissed early every Wednesday so that teachers can participate in three hours of professional development. During this time, teachers will be trained on how to increase the learning capacity of students by continuing their own study of project-based learning. Teachers will conduct workshops, review student work, listen to guest speakers, and/or visit specific sites, such as museums, art galleries, industries/corporations, and colleges/universities. Also, our school calendar allows for two professional days a year for teachers to work on the mission and design of our charter school. School will not be in session for students those two days.

III. Career Internship: We believe that if our students are provided real world learning experiences outside the charter school building, the NYS Learning Standards and Regents courses become more relevant to them.

A report published in 2006, **The Silent Epidemic: Perspectives of High School Dropouts,**[3] highlighted the fact that almost one-third of public high school students and almost 50 percent of minorities do not graduate with their class. Academic failure was not found to be the primary cause for failure. Seventy

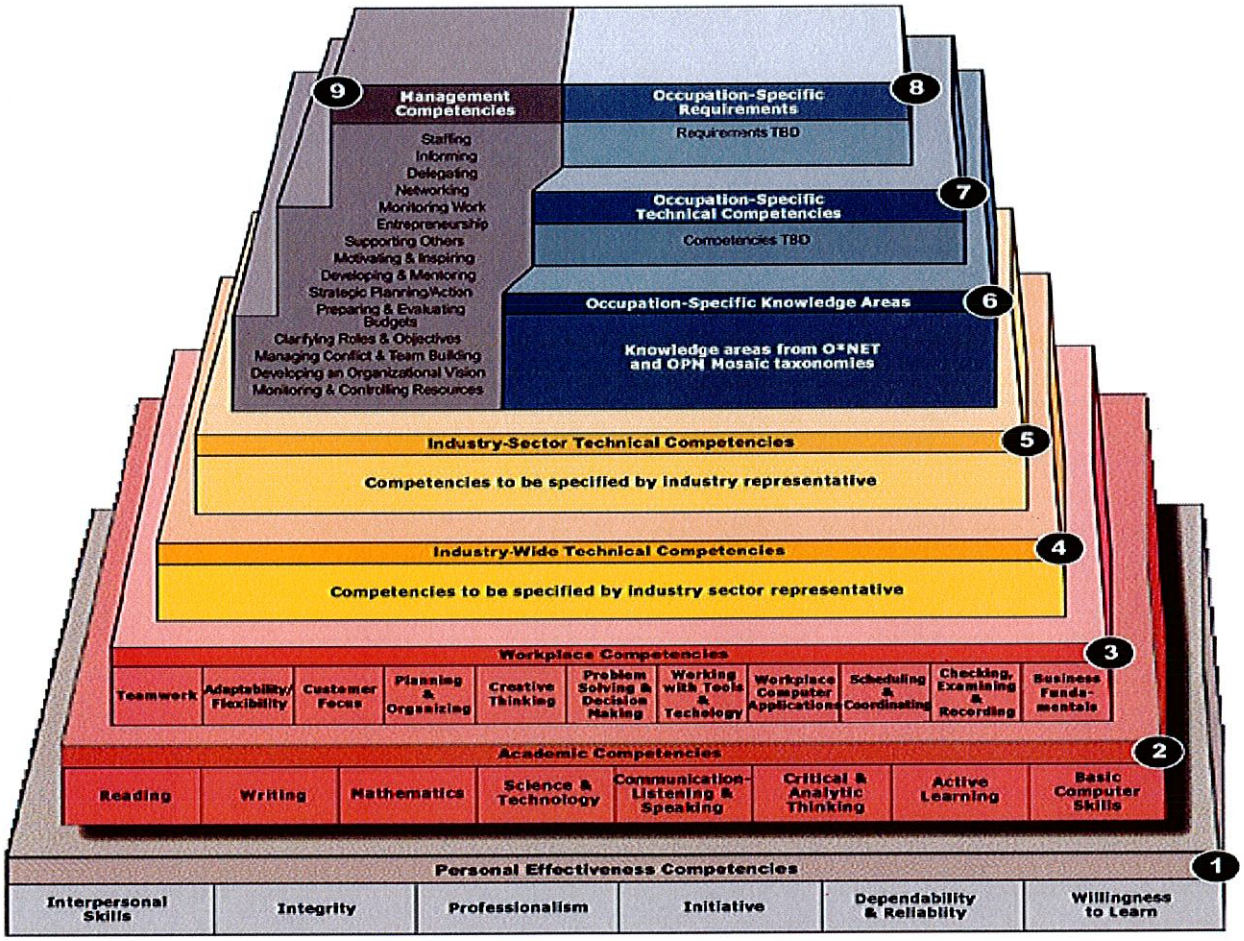
[3] Bridgeland, J, DiIulio, J, and Morison, K. (2006) "The Silent Epidemic: Perspectives of High School Dropouts". Civic Enterprises in association with Peter D. Hart Associates for the Bill and Melinda Gates Foundation.

percent of drop-outs surveyed reported that they did not see how the academics applied to the real world and almost half found their classes boring. More than 80 percent felt that if schools provided opportunities for real-world learning such as internships, there would be a greater likelihood that students would graduate from high school. CMCS will connect students, and the school, to the community and the World of Work by emphasizing career exploration and real world learning experiences for all its students.

Academic Innovations' Career Choices curriculum will provide the foundation for self-discovery, career exploration, and understanding the connection between school and work for 9th and 10th graders at CMCS. Career Choices will be implemented by teacher-advisors during elective block and will receive training by the developer.

This program also stresses the development of personal effectiveness skills such as attitude and personal responsibility which is the foundation upon which successful careers and self-sufficiency are built (SEE ETA's Competency Pyramid- Table 3). They will learn about themselves, explore what they want out of life, and prepare for future adulthood with the development of a 10-year plan.

Table 3 HIGH DEMAND/HIGH GROWTH TALENT DEVELOPMENT



Based on table 3, competencies 1 through 3 will be developed with students in grades 9 and 10. Students in grades 11 and 12 will apply competencies 1 through 3 and further develop competencies 4 and 5 during their internship experiences. Upon high school graduation, students will be prepared to comprehend and utilize competencies 6 through 9 in their collegiate or workplace experiences.

Career planning will be a critical component of each student's Individual Learning Plan. According to the 2002 **Final Evaluation Report of the New York State Department of Education Career Plan Training Initiative,** high school graduates are "more certain of their career directions, more confident in their ability to secure meaningful employment in their fields of interest, and where employed, more often have jobs related to current educational programs and their long-term career plan goals than students with little or no career planning experience."

Additional web-based resources developed by the New York State Department of Labor will be utilized to provide additional information about the labor market, growth industries, and demand occupations which will enhance the student's career planning process. These resources include CareerZone, and O*NET, a program nation's primary source of occupational information.

The Coordinator of Internship will play a key role in connecting local industry leaders with the students and staff of CMCS. The Coordinator will develop relationships with key local industry representatives and business leaders who can be classroom guest speakers, deliver workshops on a variety of career-related topics, host site tours, provide informational interviews, be mentors and provide internship experiences and even provide summer jobs or jobs to graduating students. The Coordinator will also be responsible for leading the planning and implementation of career events, such as an annual career fair including employers and educational/training representatives. Mini-career fairs in the fastest growing industries, like healthcare, may also be offered to educate students on the hottest career opportunities.

Eleventh and 12th graders may participate in a range of real-world learning experiences matched to their areas of career interest and developed by the Coordinator of Internship in conjunction with teacher-advisors. Specific and measurable learning goals and objectives will be defined for each student by teacher-advisors in conjunction with the Coordinator of Internship and internship/project mentors. Students will be evaluated at the end of their field world based on these objectives by their mentor and teacher-advisor. Additionally, teacher-advisors will ensure that the student's learning in their internship or community service project is connected to classroom academics and academic achievements.

Eleventh and 12 grade students will participate in non-paid community-based projects or internships at least twice a week for a minimum of three-hours a day. Projects may be developed to solve a community or business challenge or provide valuable information that will aid in the resolution of a problem for the business, organization, or community. Examples of these types of projects include developing a bi-lingual brochure for a human service organization, creating an informational video for a business or program, assisting in a medical research project, and compiling data for a grant application.

Through these internships and service learning experiences, 11th and 12 graders will learn more about their personal strengths, hone their soft skills, and develop critical workplace competencies that will enable them to work effectively within organizations which will lead to long term career success. These skills include teamwork, customer service, problem solving, decision making, creative thinking, planning, organizing, scheduling, and workplace computer applications and technology competencies. Internship and project mentors will provide students with ongoing feedback regarding their performance and work-

related competencies as well as serve as a source of information regarding occupations and career opportunities in their industry.

Students will be monitored and supported in all of their field activities by the Coordinator of Internship. All internship site supervisors and project mentors will receive training on the mentoring process and how to be an effective and supportive mentor by the Internship Coordinator, in conjunction with Hillside Work Scholarship Connection (HW-SC). HW-SC Youth advocates will also work with the Coordinator of Internship to provide support to students in their field work. HW-SC youth advocates will conduct weekly visits to the employer partner work site to ensure that there is a successful transition for the students from classroom to their internship or field work by building meaningful long term relationships with the students, parents/guardians, mentor or internship supervisor and all other adults working to provide services that benefit the student.

IV. Enrichment Block and Student Support: We believe and know that in order for our students to succeed in their learning appropriate support systems must be built into our school culture.

- Extended time will be offered as part of student schedules during the Enrichment block to support their achievement of the New York State Common Core Standards and job-readiness skills, such as communication, interpersonal, problem solving and decision making skills. Classes recommended by the teacher-advisors will be offered to students during the Enrichment block to review and apply to Learning Standards to the New York State Regents assessments. Students will be provided added support by charter school staff in all Regents standards areas. In addition, students who accelerate in their Regents sequence may choose to take additional courses for an advance Regents diploma during the enrichment block. The foundation of the first year will be the building blocks of our second year (2013 – 2014) when another 80 ninth graders will enroll in our charter. We have taken into consideration that teachers may have to teach one course outside their subject certification area in order to provide the extra support our students may need.

- We have budgeted for a counselor, beginning in our second year, who will provide added support in creating a pathway to college for our students. Our counselor will aid teachers in preparing our students for the appropriate steps that will enable them to proceed either to college or the work force. Our counselor will manage any college courses, career-based seminars, and workshops that students receive credit for content in courses. She/he will also monitor high school transcripts and college applications students have completed. In addition to the counselor, our charter school will work with local youth agencies to help support our students' academic, career interest, and character development success.

- Rochester Career Mentoring Charter School (CMCS) is committed to keeping families engaged in their children's education, both at school and in the home. Parents and guardians play a huge role in supporting our students" success both in and out of school. Every parent will meet with their child's teacher-advisor before school opens. The teacher-advisor will promote parents meaningful involvement in their children's education and career program by providing information, resources and strategies through the Independent Learning Plan with parents. The teacher-advisor will always be the advocate and supporter for their advisory students and their parents. The special narrative report card gives parents a more thorough understanding of their children's progress and brings parents into the school for regular conferences. Parents will receive the calendar of school events and will always be welcome and invited to participate in any event that promotes our charter school's development. Not only will parents be expected to meet with

their child's teacher-advisor quarterly, but will be asked to participate in school conferences, career fairs, and school celebrations. Teachers regularly recognize and celebrate the significant progress of their students, engaging parents, business and community partners in identifying commendable progress.

- CMCS teachers will work with intervention partners, school supports and parents in a coordinated effort to take action at the first sign of a student falling behind. The teacher-advisor will meet with the student and modify the Individual Learning Plan to reflect the academic and/or behavioral strategies and supports needed to help students keep pace with their peers without swaying from their learning style and/or pace. For example, certain students may need more time-on-task, whereas others may need special one-on-one attention to catch up with their grade-level peers.

- CMCS's Student Support Team (SST) will focus on students who are not succeeding despite the implementation of supports and/or interventions implemented and documented on the student's Independent Learning Plan. The SST will review grade report cards, test records identifying academic strengths and weaknesses (Scholastic Reading and Math Inventories, Accuplacer Diagnostic etc.), work habits, interactions with peers, class and homework grades, attendance/tardiness records, and independent work products to analyze the student's completion, accuracy and overall quality of independent work. Also, teacher interview regarding student's academic level, performance, Based on review of this information the SST will identify the student's skills and performance gap(s) and determine the likely reasons for the student's learning and/or behavioral difficulties. An intervention plan containing outcome goals, methods to track the student's improvement during intervention, timeline to monitor student progress and follow-up, roles of the teachers, parents, student and appropriate community members will be developed and implemented. According to the timeline, the student's performance will be analyzed by the team to determine the effectiveness of the plan and steps for moving forward.

- Supporting General Education Classrooms. While the main focus of CMCS's special education staff is providing direct service to students with disabilities, they will collaborate with general education teachers around ways they can adapt, modify and differentiate instruction in the general education classroom, making these places better able to meet the needs of our diverse student population.

- Read 180 will be implemented during the Enrichment block with students (including special needs and ELL students) reading more than 2 years below grade level. The Read 180 program components will also be modified to include projects that are aligned to the charter school instructional program focused on career exploration. These will be integrated into the independent reading and small group instruction time. Read 180 topics are relevant to the developmental age of the student and adaptive to each student's individual reading levels by way of strategies, texts, and computer-generated content in the tutorials. This allows for flexibility and alignment of themes and tasks without compromising the program's ability to increase student reading and writing proficiency levels.

- Our students will be afforded the opportunity to continue to develop their personal study habits and/or career goals throughout the **summer months**. Students will be provided the opportunity to conduct a career search based on their passions and interests. This career search may also lead to a part time job opportunity. Our students will be encouraged to search for internship opportunities

over the summer months. Some students who have been placed in an internship during the regular school may extend it over the summer months. Working with the Rochester City School District, courses may be offered our students for Regents review in summer school to enable them to pass Regents exams and advance to the next grade level.

- Working closely with Rochester Career Mentoring Charter School's Coordinator of Internship and teacher-advisors, Hillside Work-Scholarship Connection (HW-SC) participants are matched with a professional Youth advocate and receive support and incentives to stay in school and graduate. Students are engaged in year round activities that build academic, employment, leadership, and social skills. In order to gain employment, students must meet academic, attendance and attitude standards, although all 9th graders will receive youth employment training. In order to increase job retention, HW-SC strives to match all students with a work-site mentor. To meet academic needs of youth, school-based services, volunteer tutors from higher education partners and the community help students in course content areas. After school tutorial offered by HW-SC will play an important role in our student's academic and behavioral success.

B. School Calendar and Daily Schedule.

Required Attachment 3 and Attachment 4:

X Sample Daily Schedule for one grade in each division at which the school intends to operate (high school).

X Proposed Annual Calendar for the first year of operation.

C. Target Population

Projected	Enrollment	Table			
	2012-13	2013-14	2014-15	2015-16	2016-17
9th	80	80	80	80	80
10th		80	80	80	80
11th			80	80	80
12th				80	80
Total:	80	160	240	320	320

- Due to the mobility of Rochester city students and their families, we anticipate we will need to enroll new students in the 9th and 10th grade from our waiting list; however, we will not enroll new students at grades 11th and 12th. Students who enter at the 10th grade level, along with their parents, will be required to attend an orientation prior to entry to introduce them to our school culture. We anticipate a small or no decline in students enrolled in grades 11th and 12th.
- Retention patterns in the Rochester City School District appear higher the longer the student is enrolled in the high school. Given our instructional/mentoring approach, we anticipate only a small decline in student enrollment in grades 11 and 12.

Rochester Career Mentoring Charter School (CMCS) will educate students with disabilities in the least restrictive environment with their non-disabled peers to the maximum extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's district of residence. CMCS will provide special education services in accordance with the federal Individuals with Disabilities Education Act (IDEA) and all applicable New York State

laws and regulations regarding special education and in accordance with the IEP recommended by the CSE of the students' district of residence.

CMCS is committed to providing a quality education to its students with disabilities. CMCS will hire two full-time, highly qualified, appropriately certified special education teachers. The special education teachers will work in the general education classroom with special education students individually, in small groups, and/or provide resource room services depending on the students' IEP. In addition to providing special education services to students, the special education teacher/coordinator will serve as: (1) a liaison between the district of residence CSE and CMCS, (2) assist the Educational Leader with coordination of professional development to ensure that school personnel understand the requirements and responsibilities relating to the education of students with disabilities, (3) provide consultation and support to classroom teachers and overall school community. For related services, CMCS will request the district of residence to provide related services on site.

CMCS teachers will be knowledgeable of their roles and responsibilities of the special education students in their classes through consultation with special education teachers prior to and during the school year. CMCS will ensure that general education teachers have an opportunity to regularly meet and plan with the special education teacher to review each student's IEP, and address the unique curricular needs stated on the IEP. This includes but is not limited to accommodations (how a student accesses and demonstrates learning), adaptations (changes made to the environment, curriculum, instruction and assessment practices in order for a student to be a successful learner), services, academic strengths, needs etc. At CMCS, we envision ILPs functioning in tandem with student Individual Educational Plans (IEPs).

CMCS builds in many opportunities for individualized learning and ensures that students get plenty of personal attention; it is well suited to students with disabilities. Special educators will co-plan with general education teachers; make regular rounds of all classrooms to ensure that instruction is differentiated to meet students' needs.

This charter high school will provide all necessary staff and any specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the school. In addition, CMCS will ensure that no ELL students will be excluded from curricular and extracurricular activities and events based on an inability to speak and understand the language of instruction. ELL students will not be assigned to Special Education because of their lack of English proficiency.

D. Assessment

Rochester Careering Mentoring Charter School will administer the required Regents tests to its students in grades 9 – 12. Students are expected to graduate with a Regents or Advanced Regents diploma with a minimum of 22 credits.

Administration of tests (*Regents-level)	Grade-level	Date
English I	9	June/2013
Integrated Algebra*	9	June/2013
Living Environment*	9	June/2013
Global History and Geography I	9	June/2013

Administration of minimum required Regents tests:

- Comprehensive English at grade 11
- US History at grade 11
- Global History and Geography at grade 10
- One Regents-level Mathematics (e.g. Integrated Algebra at grade 9)
- One Regents-level Science (e.g. Living Environment at grade 9)

Additional Requirements:

- Students pursuing an Advanced Regents Diploma will follow the requirements set forth by the Commissioner's Part 100 regulations
- PSAT in grades 10 and 11 depending on student performance
- SAT in grades 11 and 12 depending on student performance
- Foreign Language Assessment at grade 9
- Accuplacer Diagnostics – August; Grade 10, 11, 12

The Accuplacer Diagnostic will be administered to students beginning at grade 10. It is an assessment that measures a student's readiness for college level coursework. The Accuplacer Diagnostic is a computer based assessment that measures cores skills in reading comprehension, writing and mathematics. The summary produced through this assessment helps to identify key skill areas that need remediation as the student prepares for post secondary education. Rochester Career Mentoring Charter School will administer this assessment every August beginning with the 10th grade. The data collected will contribute to the student's overall Individual Learning Plan.

Our students will be assessed in each of the core academic skill areas by a combination of ongoing class work, projects, and Regents testing. In addition, reading and numeracy proficiency levels will be determined through administration of the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Where applicable, English Language Learners will be assessed for their language level through the Scholastic's SPI, specifically designed to identify literacy proficiency levels of ELL students.

Measurable Outcomes	Method of Measurement
In the first year, 85% of students will meet or exceed the NYSED requirement of passing all required Regents exams. **Student attendance rates will be a minimum of: 92% attendance in 2012-13; and will increase 1.5% each year after.**	• **Required Regents test results met** • **Teacher testing and student exhibitions** • **Comet Database** • **Quarterly attendance reports recorded by teacher-advisors along with Comet Database**
In 2016, the CMCS will graduate its first class of students who began in 2012-13 as 9th graders. It is expected that 85% of the initial 9th grade cohort will graduate in June 2016. In 2017, the CMCS will graduate its second class of students who enrolled in the school as 9th graders in 2013-14. It is expected that 90% of the initial 9th grade	• **All Regents requirements met** • **Narrative report card (Report card that explains why a student received a certain letter grade.).** • **Completion of the CMCS internships requirements** • **Met minimum attendance requirements**

cohort will graduate.	• **Successfully completes senior projects** • **Comet Database**
Students in the 11th & 12th grade will complete a career-interest internship experience.	• **Business mentor and Coordinator of Internship will evaluate internship projects and field experiences.** • **List of competencies co-developed by internship coordinator and business mentor to measure learning and skills gained.** • **Evidence presented in college/career portfolios** • **Completion of small projects assigned by the business mentor** • **Evidence presented in the Individual Learning Plan.** • **Evidence presented by the student's final senior project.**

By grade 12, students will be responsible for developing and creating a yearlong individual career-based and research-based project that will be presented at a public forum during the charter school's year-end exhibition night. Seniors will be provided support with a three-member committee, which includes the teacher-advisor, mentor, and another student.

Our school will develop a customized data platform (COMET) which will allow staff to manage, store, and access student data to inform instruction, and collect data on socio-emotional indicators which combined, will also serve as an early warning system on student progress. The system will also be accessible to parents, allowing them to gain access to key indicators of student progress including the Individual Learning Plan. (www.childrensinstitute.net)

Finally, Rochester Career Mentoring Charter School will use rubrics to assess the knowledge and understanding students have captured in their projects and activities. Rubrics will be teacher created and will be linked to specific NYS Learning Standards.

E. School Climate and Discipline

The Student Learning Code of Conduct, as well as the discipline rules and procedures for providing a safe and orderly school environment at the Rochester Career Mentoring Charter School (CMCS), will identify some of the disciplinary infractions cited in the Rochester City School District's Code of Conduct manual, section 5000-5080. Recognizing the uniqueness of the CMCS as a small, personalized school learning environment where students are treated as one student at a time, every available resource and support will be made available to help improve a student's character and behavior.

Safe Schools

It is the belief of the Rochester Career Mentoring Charter School (CMCS) and staff that school should be safe havens for students within the community. Rochester Career Mentoring Charter School believes and fully intends to maintain a school in which children and personnel are safe. In addition, it is the expectation of our charter school that students arrive to school appropriately dressed and ready to learn.

To that end, CMCS supports strong, consistent disciplinary expectations of students with regards to language used by students, their respect of self and others, and their personal conduct as learners in a personalized environment.

Parents/guardians will always be involved in their children's education at CMCS. Our teacher-advisors will consistently maintain connection with their advisory students' parents/guardians, as well as subject-area teachers. Home visits, school conferences, phone conferences will be some of the ways school staff and parents/guardians will be in contact with each other. Most importantly, parents/guardians and students will receive our Student Learning Code of Conduct booklet to read and review during the summer months and will have an opportunity to discuss our expectations at the summer orientation.

Rochester Career Mentoring Charter School has budgeted for security personnel to maintain our building's safe environment. All staff and students will be required to wear electronic personal ID card. All visitors, including parents/guardians, family members, educational, business, and community members will be greeted and asked to state the reason for their visit upon entering the building. Proper identification will be issued each visitor.

It is the mission of Rochester Career Mentoring Charter School to provide an education for every child in a safe learning environment that seeks to ensure respect for the dignity of children, families, and all employees. To that end, this Student Learning Code of Conduct seeks to direct student behavior based on clearly defined expectations, responsibilities, and consequences. For that reason, this Student Learning Code of Conduct is written primarily for the student audience.

Student Support Services

Community agencies and services will play an active role in diminishing student misconduct. CMCS will seek the assistance and support from agencies throughout Monroe County, such as Threshold, Center for Youth Services, Pathways to Peace, and Boys and Girls Club of Rochester, to help guide and counsel students who repeatedly violate the Learning Code of Conduct. Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support.

II. ORGANIZATIONAL PLAN

A. Governing Body

Rochester Career Mentoring Charter School (CMCS) is governed by a Board of Trustees (BOT). It is the responsibility of the BOT as a collective BOT and as individual members to advance, promote, and facilitate to the best their ability the mission, goals, and objectives of the CMCS.

CMCS Board of Trustees members must:

- Demonstrate a total commitment to the school, its mission and core values and more generally, to the improvement of public education.
- Share a belief that all children, regardless of learning style, race, family background or socio-economic status, can achieve academic and social excellence.
- Execute governance responsibilities with integrity and conviction.
- Serve as a resource to other Trustees and to the school's leadership and staff.
- Attend monthly board meetings, other meetings deem important, and volunteer for board committees.

- Must be at least 18 years old.

It shall be the responsibility of the Board of Trustees to meet monthly during the academic calendar year (August through June) and more so if the President of the BOT or a majority of its members deems it necessary. The BOT is further responsible for and obligated to announce, hold, and conduct its meetings in a manner and location to promote public attendance. In recognition of the need to possibly meet more frequently during the initial start of the CMCS, the BOT also shall have the responsibility for establishing and delegating to ad hoc work groups, such as an executive committee work group; a budget, finance & audit committee work group; an academic and assessment committee work group; Personnel and Hiring Committee work group; and complaints and ethic committee work group.

Required Attachment 5 and Attachment 6:
X Proposed corporate by-laws
X Proposed Code of Ethics

B. Founding Group Composition

The Founding Group has been dedicated to improving the graduation rate of city students, and has worked vigorously on this school design for the past three years. Each member is an important stakeholder in this charter high school. One of our members, Marci Miller, whose name was submitted on our prospectus as a Board of Trustees member, will serve as a valuable resource for our internship program. Her board membership will, in turn, be designated for a parent representative whose child is enrolled in our charter school. This change does not alter the design and number of board members articulated in our by-laws.

1. **Dennis P. Francione**, Founder and Chief Executive Officer (CEO) of Rochester Career Mentoring Charter School, is a retired school Principal of the Rochester City School District. He is also a lifetime resident of the city. Mr. Francione is very knowledgeable about school reform and understands completely that a small, personalized school environment will better equip urban students to graduate and advance either to college or the world of work. All three of his children attended city schools. Mr. Francione will oversee the mission, school design, and educational plan for the Board. Mr. Francione will serve ex-officio on the Board.
2. **Dr. Jeannine Dingus-Eason**, President of the Board of Trustees, is Associate Professor of Educational Leadership at St. John Fisher College and is a city resident. Dr. Dingus' background is in promoting school reform in an urban environment.
3. **Kevin McCormick**, Vice-President of the Board of Trustees, is Senior Vice-President of Informational Technology at Rochester Midland Company. He has served on a design team for the City School District which helped create several small high schools in the city. He also has been instrumental in helping us with our school organization and finances.
4. **Eugenio Cotto, Jr.** the Secretary of the Board of Trustees, is a city resident and is the Executive Director of Community Group 14621. He completely understands that the community group he represents has the lowest graduation rate throughout the city and his challenge with this charter school is to improve that rate.
5. **Connie Felder,** a Board of Trustees member, is the Deputy Director of Rochester Works, Inc., a federally funded non-profit representing the local Workforce Investment Board which provides workforce preparation services and programs for youth, adults, and employers.
6. **Christine Hill**, a Board of Trustees member, is a city resident and retired Rochester City School District's Director of Special Education, secondary assistant principal and former charter school

administrator provides knowledge of the critical components of special education, ELL, and charter school operations.

7. **Dianne Spang**, a Board of Trustees member, is Director of K-12 Programs at Rochester. Institute of Technology (RIT) has worked with Rochester public schools on college readiness programming including GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), STEP (Science, Technology and Entry Programs), and Liberty Partnerships Program. She also was a member of a Design Team to create a model small high school for the City School District.
8. **Roderick Green**, a Board of Trustees member, is Executive Director of Hillside Work-Scholarship Connection, is a Board of Trustees member. Mr. Green has been instrumental in setting the stage for our tutorial and mentoring program. He brings a wealth of knowledge about how our students can achieve in an appropriate internship.
9. **Ellen Tomasso**, an attorney, is a Board of Trustees member and a city resident. Her children attend city schools and she is familiar with the special education arrangements implemented in the city. Ms. Tomasso has guided us with any question members may have had with charter laws.
10. **Parent Representative**, vacancy, will be a voting Board of Trustees member elected by all parents/guardians who have a child enrolled in the charter school.
11. **Marci Miller**, Rochester Regional Vice President for the Empire State Chapter of Associated Builders and Contractors, Inc., is a member of the Founding Group who will serve as a resource and facilitate in matching students with member companies that will provide internship opportunities within the building trades.

Required Attachment 7, Attachment 8, and Attachment 9:

X Prospective founding group resumes or CVs
X Completed Statement of Assurances
X Completed Request for Information from Prospective Charter School Board Members

C. Management and Operation

As prescribed by Education Law subdivision 2853(1) (f), the Board of Trustees shall have final authority for all policy, budget and operational decisions of the CMCS. The BOT also shall be responsible for providing input in the budget development process including setting of priorities, approve the school's annual operating budget and any necessary mid-year amendments; approve any significant changes in mission, vision, or curriculum; participate in the establishment of the school's goals and objectives, approve such goals and monitor annual progress towards them; review and approve the school's policy manual; adopt governance bylaws; participate as necessary in site visits to the school and charter renewal process; and be ambassadors for the school in the community assisting in developing vital community partnerships and securing grant funds.

The day-to-day decisions of the school shall be delegated to the Chief Executive Officer (CEO) whose primary responsibility is to manage the planning, opening, and daily operations of the charter school. The CEO supervises the Educational Leader and Director of Operations.

It shall be the responsibility of the CEO to receive and accept monthly financial reports from the Director of Operations and to provide them to the BOT. The Director of Operation's responsibilities include at least the following fiscal oversight, which include, but not limited to: Budget Status Report, Cash Flow Statement, Vendor contracts, Budget Amendment Request (if necessary), Report on contracts awarded and pending requests, and Bank Reconciliation statements

It shall be the responsibility of the CEO to receive and accept monthly education reports from the Educational Leader. The Educational Leader supervises the Coordinator of Internship and the teachers. The Educational Leader's responsibilities include at least the following academic oversight and quality assurance: monitor student attendance and the Student Learning Code of Conduct and maintain data on student achievement including, if available, data on student progress towards being on grade level. The Educational Leader will consistently meet and confer with Coordinator of Internship who will be responsible for directing career-based curriculum and programs for the teachers, and developing the career mentoring and internship program. In addition, the Educational Leader will make formal and informal observations of his/her teachers' performance pertaining to teaching and learning, and be a model of "best practices" for them. The Educational Leader will foster parent/guardian engagement in the school and with its staff throughout the school year.

Teachers will not only be content instructors, but advisors to a small group of students on a daily basis, as well. Teachers will assist students in developing meaningful projects through inquiry and utilization of project-based assessment to demonstrate growth and depth of understanding of concepts and learning standards. Teachers will facilitate learning within student career projects and internships that is both challenging and meets the individual needs, interests, and abilities of each student. They will also meet and consult with parents/guardians when deemed appropriate.

Required Attachment 10 and Attachment 11:

X Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

X Key position descriptions describing critical skills or experiences every employee included in the organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law.

C.1. Charter Management Organizations*

X We do not intend to contract with a not-for-profit charter management organization.

D. Staffing and Human Resources

Hiring Process

The hiring process will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site. Advertisement of staff positions will also be placed in the local newspaper, Education Leadership, Education Week, and Teacher Magazine. Listing of our available positions will be placed on our own website, Monster.com, and NYSED teaching positions availability list.

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a Personnel and Hiring Committee, which may consist of Board of Trustees, Chief Executive Officer, administration and staff representation, will be responsible for reviewing the applications and selecting interviewees; interviewees will be invited to come to the school for an engagement, responding to scenarios they may encounter in the classroom and school. The Chief Executive Officer and Personnel and Hiring Committee will review written responses by the interviewee

to scenarios and lesson plans based on a rating system to select finalist candidates; and final candidates will be extended an offer of employment. Rochester Career Mentoring Charter School (CMCS) will implement a recruitment process that hires culturally competent teachers and staff. These individuals must hold themselves accountable for making measurable gains with the school's focus on academic and career-based achievement. It will seek candidates whose instructional philosophy includes, but is not limited to:

- A belief in collaboration and team teaching
- A belief that students should be actively involved in their own learning and choosing their own career interest.
- High academic expectations for all students
- The ability to build relationships with students and peers
- The ability to lead and motivate students
- Create and manage a responsive learning environment that enables students to be creative, feel safe and to develop to their full potential;
- Work on curriculum development, in addition to implementation; weave many real-life experiences and examples into curriculum;
- Committed to the complex work of project-based , student-centered, career-focused learning; integrate technology into instructional program and demonstrate professional use;
- Develop and use rubrics for evaluating student products; and establish and involve students in the development of their Individual Learning Plans;
- Encourage parents/guardians to be partners in their child's education.

Evaluation Process

All staff will undergo an annual professional performance review covering their particular areas of responsibility. The Educational Leader will be responsible for evaluating the performance of the teaching staff, including the Coordinator of Internship.

One area of teacher evaluation will include success and effectiveness in implementing project based learning instruction. The sample rubric below will be the instrument used to complete such evaluation.

(*Draft* CMCS Teacher Appraisal Rubric)

Traditional Teacher Behaviors 0_____2	**Transitional Behaviors** 2+_____3	**Project-Based Learning Teacher Behaviors** 3+_____5
Teacher lectures 75-90% of the period leaving students only 10% opportunity to work in teams and/or independently and to answer higher level questions or respond to recall questions.	Teacher lectures 50% of the time leaving students 50% of the time to work in teams and/or independently and to answer higher level questions or to respond to thought questions.	Teacher uses direct teaching 10-25% of the block leaving student empowered over their learning experience and to work in teams and/or independently.
Teacher writes his or her own curriculum without knowledge or collaboration with other faculty.	Teacher writes his or her own curriculum and then asks for feedback from other teachers in the team.	Teacher works in a collaborative team to determine "what is essential" to know in all content areas and how every subject is interrelated.

Teacher feels the need to cover a large amount of material that is set by the NYS Learning Standards and frequently consults the Pacing Chart as a guide to timing curriculum.	Teacher feels the need to cover a large amount of material, but feels empowered to evaluate from knowledge of the examination what is most important to take more time to teach in depth.	Teacher picks the most essential topics to cover in depth. Teacher favors understanding of content over simply completion of all materials. Higher level thinking and analytical skills are encouraged.
Teacher only carries out State's recommended curriculum guidelines.	Teacher follows State curriculum guidelines, but sometimes makes his or her own decisions regarding student learning.	Teacher follows State's curriculum guidelines, but feels empowered to make decisions about student-centered learning.
Teacher gives topics to students to research and uses teacher-generated projects and activities.	Teacher guides the students to pick topics that he/she has prepared.	Teacher empowers students to generate questions which lead to topics for student research, student-generated projects and activities.

Retention of Staff

Continuity of staff is important to the success of the school and in building a team environment fostering true teacher collaboration. Instructional staff will receive ongoing professional development in support of the school's mission with the assistance of coaches from Buck Institute for Education and have online resources available to them for reference. A teacher that has fewer than three years of instructional experience will also receive peer group support with other teachers. The Founding Group believes the continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the professional development plan, and having a team environment among school staff will all act as tools to retain effective and committed staff.

CMCS staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is traditionally afforded teachers in some local school districts. The Founding Group believes that this will make teachers more invested in the school and help to create a desire to remain with the school

Staffing

Anticipated Administration & Instructional Staffing

Title	2012-13	2013-14	2014-15	2015-16	2016-17
Chief Executive Officer	1	1	1	1	1
Educational Leader	1	1	1	1	1
Director of Operations	1	1	1	1	1
Coordinator of Internship	1	1	1	1	1
Special Education Coordinator	.5	.5	.5	.5	.5
Counselor		1	1	1	1
Special Education Teacher	1	1.5	2.5	3	3

English	1	2	3	4	4
Mathematics	1	2	3	4	4
Social Studies	1	2	3	4	4
Science	1	2	3	4	4
ELL	.5	1	1.5	2	2
Spanish	1	1	1.5	1.5	1.5
Physical Education	.5	1	1	1	1
Total	**11.5**	**18**	**24**	**29**	**29**

In addition to the above, Rochester Career Mentoring Charter School will also establish elective classes taught by a certified teacher in foreign language teacher and physical education teacher, and which meets requirements set by New York State for receiving a Regents Diploma. The Founding Group has negotiated free student memberships to a local city gym that allows each student extra time during and after school hours to promote a healthy living habit in our community. Moreover, charter school students will participate in the healthy New York campaign that focuses on drug and smoke-free environments and obesity issues.

Instructional Personnel per Classroom

Each classroom will have one certified teacher. In keeping with the instructional model and master schedule, integrating English/Language Arts with Social Studies, and Mathematics with Science and Technology each teacher will plan and at times team teach with his/her counterpart. On occasion, each teacher may be required to teach a class outside his/her certification. In addition, individual class preparation time has been built in the master schedule for each teacher.

Our budget reflects the hiring of a foreign language teacher, a physical education teacher, special education teachers, and an English Language Learner teacher who will provide for independent classes and for cross between core academic content-areas. Money has also been set aside in the budget in the event a substitute teacher is needed.

Non Discrimination

The recruitment and hiring procedures of CMCS will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9. Additionally, the Rochester Career Mentoring Charter School will not discriminate in its recruiting, hiring, training, evaluation or promotion of persons. Such actions are taken without regard to age, race, creed or religion, color, national origin, sexual orientation, gender, disability, marital status, military status.

E. Student Recruitment, Enrollment, and Evidence of Demand

Rochester Career Mentoring Charter School (CMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for 80 new students, including seats for Students with Disabilities and English Language Learners. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably among the three attendance zones of the Rochester City School District's Managed Choice Policy. Rochester Career Mentoring Charter School will attempt to draw students equally from each zone to aid in student population diversity. If more than

80 students entering in grade nine the first year, and grade nine each year thereafter apply to the school, the school will create a waitlist by zone. The waitlist will be established within 10 business days after the application deadline of April 1st.

The City of Rochester struggles with the lowest high school graduation rate of the Big 5 Cities at less than 50%. Interestingly, while high numbers of students in Rochester are not meeting yearly benchmarks, surrounding suburban school districts are reporting high success rates. As a result of such dismal failure rates, retaining an educated population for prosperity in the local workforce and community becomes increasingly difficult. Thus, the Founding Group believes its charter school is marketable and will provide city parents/guardian with an educational alternative and school choice for their children.

Application Process for the School

- **January 2012:** It is the intent of CMCS to directly mail an Information Packet to all 8th grade students residing in the City of Rochester across the three attendance zones. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English and Spanish. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1, 2012:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010.
- **April 2012:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed.
- **Late April 2012:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **May 2012:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.
- **August 2012:** Students, parents/guardians orientation and summer bridge program commence. Should a student select to withdraw from the Rochester Career Mentoring Charter School, a conference will be held with the student, parents, Hillside Youth advocate, and teacher-advisor to discuss this decision and seek to ensure the student is enrolling in another school to continue their education. Parents will be provided with information on the paperwork they will need to complete with the new school to have their student's records transferred.

F. Community Involvement

While working on the development of the application, individuals have been recruited to serve on the Board of Trustees from a cross-section of the community with experience in different areas. These individuals are all very excited about and believe in the proposed charter school's mission and have brought their expertise to bear in developing the application. Our lead applicant also worked with the

Superintendent, the Deputy Chief of School Innovation and the Deputy Superintendent of Teaching and Learning for the Rochester City School District to establish a relationship for their compact between city schools and charters.

In addition, the Founding Group received letters of recommendation and support from City School District representatives, such as Rochester Board of Education President Malik Evans and Superintendent Jean-Claude Brizard. Signatures and supporting letters were also received from political and community agency representatives, such as NYS Assemblyman and Monroe County Democratic Chair Joseph Morelle, NYS Senator Joseph Robach, Rochester City Council President Lovely Warren, Monroe County Legislator Saul Maniero and President Ernest Falger of Community Group 14621. Community organization Group 14621 provided signatures from city residents who are in favor of this school concept and design, as well as assisting with the identification of an appropriate facility for the school. Due to page limitation for this application, all of the letters of recommendation and community signatures will be provided upon request.

The Founding Group received support and training in preparation for the charter school application from Dirk Tillotson and his Incubator's Group associated with the NYS Charter Schools Association. We received support from Andy Portanova, President of Progress Rochester, Inc. whose agency managed the Founding Group's planning funds. Moreover, we received support of this charter school's concept and design from Board of Regents member, Wade Norwood, at a breakfast meeting.

F.1. Joint Application

This does not apply to our charter school.

III. FINANCIAL PLAN

A. Budget

The Rochester Career Mentoring Charter School (CMCS), through its Finance Committee, will develop a set of financial policies, including guidelines for borrowing and investment strategies, through a strategic planning process. 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.

1. Key Budget Assumptions:
    - CMCS will support class size of approximately 20 children per section.
    - Special Education and English Language Learners will represent significant numbers of children, and our plan to meet their unique requirements drives budgeting. We anticipate 15% SPED children and approximately 10% ELL children. Their requirements are reflected in the number of SPED teachers and ELL specialists in each year of the program.
    - On the revenue side, the budget forecast is driven by the basic assumption that 90% of enrollees will be free and reduced lunch eligible.
    - Conservative revenue projections with no changes in state, federal allocations.
    - 3% annual escalation in educational materials, office supplies, furniture, technology

2. Cash Flow Shortfalls: Although we have devised a budget plan that is consistently net income positive, it is possible, even likely in years 1 and 2, that cash reserves will be limited during certain

periods. We anticipate delays will occur with respect to the receipt of state and federal funding streams including possibly the per pupil allocation from the school district. To cover these periods, CMCS will access a short-term borrowing vehicle such as a line of credit. The founding team has reached out to M&T Bank and Chase (a commercial lender). Both lenders are familiar with school financing and both offer credit lines for this purpose, either secured or unsecured, and they have expressed readiness to assist upon existence of the charter.

In the event we do not receive the CSP Planning and Implementation Grant, the Board of Trustees will seek other funds from local, state-wide and national resources to augment our budget (e.g. Gleason Foundation and The Walton Family Foundation). State-wide we will turn to the NYS Charter Schools Association to seek their assistance in locating funds. Locally we will turn to community agencies such as: Rochester Area Community Foundation, Wegmans Corporation, and Hillside. All board members are extremely dedicated to functioning as fund raisers for our charter school, and will assist in planning a strategy to raise the appropriate funds.

3. Staff Responsible for Financial Oversight: Director of Operations (DO) will be hired by the BOT and will have experienced in charter school budget planning and not-for-profit corporate finance. After CMCS receives the authorization from SED for our charter school, the BOT will create and submit for bidding a formal RFQ for outsourcing the following services.
    - Manage annual financial audit, tax filings and 990 filing with auditor, Cash and Treasury management, Insurance and Risk Management, Food Services Payroll and Benefits

4. Protection of Student and Financial Records: Data security for the financial records and student information is the responsibility of the Director of Operations. CMCS will comply fully with all regulations pertaining with keeping and monitoring of student records requiring the protection of student privacy. CMCS will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request. The DO'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 on-going process that begins during student recruitment, intensifies with registration and re-occurs at key junctures an annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.

   A general account will be set up for the administration of funds and the CEO and Director of Operations will be the only people with check-writing authority. The Board of Trustees will establish a maximum cap for discretionary expenditures. Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances. Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New York Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors of the school.

The charter school will also undergo periodic programmatic reviews of its professional development program to ensure that the training provided to staff is meeting their needs to deliver an effective instructional program; review of its ESL program to determine whether the program is meeting the needs of ELL students for academic achievement; and the internship program to verify the program is enriching the career exploration and job readiness skills of students while making a meaningful contribution to the host organization.

Required Attachment 17
X Budget and Cash Flow Template

B. Financial Management

Rochester Career Mentoring Charter School plans to hire an independent certified public accountant (CPA) to conduct annual fiscal audits of all financial records, pursuant to Education Law 2851(1).

1. GAAP: Rochester Career Mentoring Charter School will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. Rochester Career Mentoring Charter School will use accrual basis accounting in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.

2. Internal Controls:
   - Payroll The Director of Operations (DO) will be responsible for providing payroll administration and related services to the school. The DO 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; and (c) the payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed.

   - Purchases: The Director of Operations 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 $10,000 for the good of the school may be processed pending approval from the DO. For agreed upon standard purchases less than $10,000, the DO, with Educational Director approval, can acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding $10,000 at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products.

   - The Director of Operations is responsible for signing all checks subject to authority by the Board. All checks over $100 shall be issued only when approved by the CEO. All checks in excess of $3,000 will require the signature of the CEO and the BOT.

   - Compliance: The Director of Operations 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 of the Director of Operations will also be 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 the student lottery will follow all applicable laws. Annual sexual harassment and Anti-bullying seminar will be planned

3. Cash Management and Investing: After the budget has been completed and cash balances determined, the Director of Operations in partnership with the BOT, will create an investment strategy for a portion of the funds. Investment options may include savings accounts, CDs, treasury bills and money market mutual funds.

4. Tax Status: The board shall take the reasonable steps to establish and maintain the Charter School Status as a tax-exempt organization under federal 501-(c)-3 and if applicable, state law, such that contribution to the charter school is tax deductible to the donors for federal income tax purposes.

5. Summary: The proposed budget is solvent and based upon conservative assumptions for both revenue and expenditures. Estimate quote for various expenditure, including insurance, payroll services, professional development, etc, were sought wherever possible and practicable. Such quotes were used in developing our expenditure assumption, increasing our confidences that we are more than adequately covered and anticipation that we will not face significant deviation from the proposed expenditures. Should such occur, a contingency fund of 2.5% of total expenditure budget has been established.

C. **Facility**:

Rochester Career Mentoring Charter School will be a grow-out school as outlined in this application. In Year 1, the charter school will serve 80 ninth grade students, and adding a grade level of 80 students each year in years two and three; so that in year four the school serves not more than 320 students in grades 9-12. The charter school does not anticipate any further growth either in the number of students served or the grades included in the school beyond this, either in the initial charter period or beyond that timeframe.

As the school is a grow-out, the budget is expected to grow accordingly during the first three years as the number of students and requisite staff increases on an annual basis as these increases impact salary, benefits, payroll taxes, insurance, instructional supplies and technology costs. It is anticipated that there will be contractual and fixed cost increases as well over time, though efforts will be made to contain such increases. These costs may adjust annually beyond the initial charter period should a renewal of the charter be granted.

It is expected that the initial facility will be of sufficient size to meet the school's needs at its full grow out serving grades nine through twelve. Therefore, any physical expansion is not anticipated.

A specific facility has not yet been identified. However, as the facilities under consideration are part of the local Catholic Diocese, the buildings are quite similar in their offerings. Generally they are a three story building, with a community room or auditorium, gymnasium, small kitchen on ground level. The buildings include offices for administrators and administrative support, classrooms, and bathroom facilities. Each classroom is approximately 720 sq ft. The third floor includes classrooms each being approximately 720 sq ft as well as bathroom facilities. The school nurse office is either on the second or third floor depending on the building. Total building square footage is estimated between 36,000 and 42,000 sq ft. Once the charter is approved, the Board will select a licensed realtor to identify other potential locations.

In addition, the Chief Executive Officer will contact CB Richard Elis for assistance. This is a national firm with offices in Syracuse, Albany, Buffalo, and Rochester which has the experience of working with urban real estate, and would be able to establish offers/opportunities for an appropriate building for this charter school.

All of the properties being considered provide more than ample parking for staff and visitors. Each building is highly accessible to public transportation, which will be provided to students through the district of residence. Any building that we occupy will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act and local building codes addressing architectural access.

D. Transportation:

All students attending Rochester Career Mentoring Charter School (CMCS) must reside in the City of Rochester. Therefore, all students are eligible for transportation provided by the Rochester City School District (RCSD) under Education Law, except in the case of a student living within 1.5 miles of the charter school's location. RCSD utilizes public transportation for its high school students and would thereby provide transportation for CMCS students on Rochester Genesee Regional Transit Authority (RGRTA) buses as well. Students will receive a bus pass that may be used on RGRTA buses.

Since the school year schedule for CMCS will differ from that of RCSD, the Board of Trustees will work with RGRTA to reach a Memorandum of Understanding that stipulates the bus passes provided to CMCS students through RCSD will be honored on all days that CMCS is in session whether or not those dates coincide with the RCSD calendar. This will address any possible need for supplemental transportation.

E. Food Services:

It is the intent of the Rochester Career Mentoring Charter School to have a vendor provides school food service. At this time, the school expects to contract with Foodlink of Rochester through Freshwise Catering. Freshwise has an established school food service program that exceeds the national nutritional standards for child nutrition programs at schools. They have the ready capacity to serve the school's student population, starting with 80 students and growing out to no more than 320 students. CMCS will offer breakfast and lunch in compliance with all requirements of the National School Lunch Program, served in a manner consistent with State and Federal guidelines. We will distribute Form 1041 to students upon enrollment and ensure completed 1041 forms are collected from parents. Immediately after collecting form 1041, we will assign meal categories to each student, based on parent income levels. The Director of Operations will have responsibility for overseeing the school lunch program. Freshwise has estimated the cost per meal would be $2.40 for lunch and $1.40 for breakfast. Our contact at Freshwise is David Ward, Director of Food Services.

F. Insurances:

The Career Mentoring Charter School, New York will carry property and equipment loss coverage; general liability; Directors and Officers insurance; hired and non-owned auto; and an Umbrella policy; as well as NYS Disability and Workers Compensation coverage for employees. The NYS Disability and Workers Compensation coverage will be in accordance with NYS requirements based on the school's workforce. One million in coverage for each of general liability, Directors and Officers insurance, and an

Umbrella policy is anticipated. The actual amount of property and equipment loss coverage will be determined once the facility has been identified. However, the amount of coverage is expected to be over $100,000. This amount will be adjusted based upon the facility and corresponding lease secured; along with the number and value of computers, equipment and furnishings that will be housed in the facility. We received a quote of insurance from the Ten Eyck Group.

G. Pre-Opening Plan

Action/Activity	Timeline	Person Responsible
Student Recruitment: CMCS will follow the guidelines of student recruitment set forth by Education Law Section 2854 (2) (a-d) and any amendments made to the law in 2010.	Completed by April 1, 2012	CEO
Create a website	September, 2011	CEO
Creations of recruitment pamphlets, brochures, and advertisements will be underway to attract 80 ninth graders to the charter school.	January 2012	CEO
Application designed noting special attention to students with disabilities.	January 2012	CEO
Community forums will be underway to make eligible students and their families aware of the school, its program, and the application process/deadline.	January 2012	CEO/Board of Trustees
Newspaper and City Newspaper will be used to advertise openings for the school.	February 2012	CEO
Charter School Lottery, acceptance letters and prepare wait list	April 1, 2012	CEO
Begin enrollment process of students (IEP, language determination)	April 2012	CEO/Director of Operation
Hold an "Open House" to introduce the culture and program of our charter	May 2012	CEO/Educational Leader
Hold Orientation and Summer Bridge Program for all enrolled students so staff, students and their families have an opportunity to meet and learn more about the culture of the school and to involve parents and students in the charter school's unique program.	August 2012	CEO/Educational Leader
Action/Activity	**Timeline**	**Person Responsible**
Rochester City School District's (RCSD) compact with charter schools		
Arrange a meeting with Deputy Chief of School Innovation to review RCSD's compact with local charter schools, and arrange dates for further meetings.	Upon approval of this charter school by NYSED.	CEO/RCSD's Deputy Chief of School Innovation
Arrange a meeting with Deputy	Upon approval of this	CEO/BOT's Curriculum &

Superintendent of Teaching and Learning to review RCSD's curriculum framework, and arrange dates for further meetings.	charter school by NYSED.	Assessment Committee/ RCSD's Deputy Superintendent of Teaching and Learning
Action/Activity	**Timeline**	**Person Responsible**
Staff Recruitment		
Begin the process of advertising for a Director of Operations	October - November 2011	CEO/ Board of Trustees
Screen, interview, and select final candidate for Director of Operations	December 2011	CEO/ Board of Trustees
Begin the process of advertising for an Educational Leader.	January - February 2012	CEO/ Board of Trustees
Screen, interview, and select final candidate for Educational Leader	March 2012	CEO/ Board of Trustees
Finalize the job application for teacher advisors/instructor.	January 2012	CEO/ BOT Personnel and Hiring Committee
Ensure timely posting of the available positions through multiple methods including distribution to education programs in western New York and posting on job website that will reach at least western New York.	January – February 2012	CEO/ BOT Personnel and Hiring Committee
Conduct initial review of applications and select interviewees and verification of credentials.	March 2012	CEO/ BOT Personnel and Hiring Committee
Interviewees will complete the interview process.	March – April 2012	CEO/ BOT Personnel and Hiring Committee
Identify finalists, conduct background checks/ sex offender registry. Offers of employment will be extended.	April 2012	CEO/ BOT Personnel and Hiring Committee
Action/Activity	**Timeline**	**Person Responsible**
Staff Development		
Designing summer professional development involving Advisory Program and Curriculum Development for instructional staff.	April - June, 2012	CEO
Designing Summer Bridge Program for newly enrolled 9th graders	April - June, 2012	CEO
Instructional staff will receive professional development on developing students' Individual Learning Plans, working with students and parents through this process and the importance of regular updates.	July - August 2012	CEO/Educational Leader/ Instructional Staff
Instructional staff will receive professional development on creating project-based learning units. Selected city public school teachers will join charter staff.	August 2012 - January 2013	Educational Leader/Instructional Staff & selected Rochester City School District teachers/

		BIE trainer.
Conduct professional development on Buck Institute and Career Choices curriculum	July - August 2012	CEO/ Educational Leader BIE/Coordinator of Internship/Academic Innovations
Action/Activity	**Timeline**	**Person Responsible**
School Operations		
Development of all policies required by law and desired by the Board of Trustees.	November 2011 - January 2012	Board of Trustees/ Legal Counsel, as needed
Requisite insurance policies will be acquired.	January 2012	Director of Operations
Arrange for food service and maintenance of all health records	June – August 2012	Director of Operations
Set up procurement system for school staff	June – August 2012	Director of Operations
Order teaching materials, furniture and other necessary items	June 2012 – August 2012	Director of Operations
A building lease/sale will be negotiated and signed.	March 2012	CEO/Director of Operations/Legal
Classroom and office equipment purchased	April – August 2012	CEO/Director of Operations
Negotiate student transportation with Rochester Genesee Regional Transit Authority	February – April 2012	CEO/Director of Operations
Transfer of utilities, installation of additional hardware as needed including telephones, wireless routers, etc.	March to May 2012	Director of Operations
Identify healthcare benefits provider, negotiate and sign contract, effective service April 1, 2011.	February to March 2012	Director of Operations with legal counsel as needed
Negotiate and sign payroll services administration contract.	March 2012	Director of Operations
Begin recruitment of support staff with priority on maintenance and security whose employment will commence in July or August.	March to July 2012	CEO/Educational Leader/Director of Operations
Ensure employee completion of the requisite paperwork for enrollment in the NYS Teachers or State employee retirement system.	March 2012	Director of Operations
Negotiate and sign professional service contract with consultants involved in staff/curriculum development.	January 2012	CEO/Director of Operation
Begin acquisition of furnishings for offices and classrooms, including technology hardware for teachers/students	April - May 2012	CEO/Educational Leader/ Director of Operations
Acquire and install the student information system.	May - July 2012	Director of Operations/ Software Vendor
Order classroom instructional supplies and	May - August 2012	Educational Leader/

materials including textbooks.		Director of Operations
Negotiate and recommend approval by the BOT of contract for accounting and end of year auditing services.	June - July 2012	Board of Trustees/ Director of Operations
Action/Activity	**Timeline**	**Person Responsible**
Board of Trustees		
Conduct Board Meetings upon charter school approval on the third Wednesday of each month.	Beginning October 2011	Board of Trustees
Ratify school by-laws	Within 30 days of issuances of charter	Board of Trustees
Board Development sessions.	November 2011 - June 2012	Board of Trustees
Finalize budget	January 1, 2012	Financial Committee
Begin process for 501.c.3 (tax exempt status)	January 1, 2012	Financial Committee/Legal
Contract with vendor to handle accounting and fiscal duties	January 1, 2012	Financial Committee
Provide evidence of accounting system with internal controls and fiscal policies	January 1, 2012	Financial Committee
Establish chart of accounts	January 1, 2012	Financial Committee
Establish bank accounts	October 2011	Financial Committee
Ensure federal title applications submitted in timeline manner	January 1, 2012	Financial Committee
Set up annual audit schedule with a CPA	January 1, 2012	Financial Committee
Establish payroll system	January 1, 2012	Financial Committee
Establish system to report enrollment of students to school districts	February - April 2012	Director of Operations/ Financial Committee

IV. TABLE OF REQUIRED ATTACHMENTS

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Attachment 1

Form 1: Roster of Key Contacts

Attachment 1: Roster of Key Contacts	
Name	**Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)**
Dennis P. Francione	School Employee Chief Executive Officer
Dr. Jeannine Dingus-Eason	President of the Board of Trustees
Kevin McCormick, Vice President	Vice President of the Board of Trustees
Eugenio Cotto, Jr.	Secretary of the Board of Trustees
Connie Felder	Board of Trustees Member
Christine Hill	Board of Trustees Member
Dianne Spang	Board of Trustees Member
Ellen Tomasso	Board of Trustees Member
Roderick Green	Board of Trustees Member
Parent Representative, Vacancy	Board of Trustees Member
Marcie Miller	Founding Group Member

Attachment 2: Certification Statement

Proposed Charter School Name _**Rochester Career Mentoring Charter School**_____

Proposed School Location (District) ____**Rochester 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_____ Dennis P. Francione _____ Date_March 25,2011

(Please label the copy that has original signatures)

Print/Type Name_**Dennis P. Francione**_____

Address_____[redacted]**, Rochester, NY 14621**_____

Daytime Phone: _____[redacted]_____ Email:[redacted]___

Attachment 3

SAMPLE STUDENT SCHEDULE

MONDAY, TUESDAY, THURSDAY, FRIDAY

TIMES	DAILY SCEDULE
8:15 – 8:45	**Advisement**
8:45-9:30	**English/Language Arts**
9:30-10:15	**Global History & Geography I**
10:15-11:00	**Integrated Algebra**
11:00-11:45	**Living Environment**
11:45-12:15	**Lunch**
12:30-1:15	**Elective** **Spanish I**
1:15-2:45	**(Career Choices – twice a week)** **+** **(Physical Education – twice a week)**
2:45-3:45	**Enrichment**
3:45-4:00	**Advisement**
4:00	**Dismissal**
After School Hours	**Tutorial sessions; Academic Enhancement Services from community agencies; social & life skills workshops; youth employment**

SAMPLE STUDENT SCHEDULE

WEDNESDAY

TIMES	DAILY SCEDULE
8:15 – 8:45	**Advisement**
8:45-9:30	**English/Language Arts**
9:30-10:15	**Global History & Geography I**
10:15-11:00	**Integrated Algebra**
11:00-11:45	**Living Environment**
11:45-12:15	**Lunch**
12:30-1:15	**Elective** **Spanish I**
1:15	**Early Dismissal**

Analysis of Instructional Time

9th Grade Schedule Analysis

Grade	Course/Class	SED Instructional Time per week	CMCS Instructional Time per week	Required Regents Examinations
9	Teacher-advisory	N/A	150 minutes	N/A
9	English/Language Arts	180 minutes	225 minutes	N/A
9	Global History and Geography I	180 minutes	225 minutes	N/A
9	Algebra	180 minutes	225 minutes	Algebra
9	Living Environment	180 minutes	225 minutes	Living Environment
9	Elective (Language Other Than English, Career-based projects, Science Labs)	180 minutes	225 minutes	
9	Physical Education		180 minutes, twice a week (1st semester)	
9	Career Choices *(Career Development & Occupational Studies)*	180 minutes	180 minutes, twice a week	
9	Enrichment (Remedial Work, career-based projects, Science Labs, ELL Additional Time)		240 minutes	

Rochester Career Mentoring Charter School's project-based learning and data-driven schedule is divided into four courses:

1. **Academic Core Courses**: Each day, students take four 45-minute core academic classes (English, social studies, mathematics, and science) in the morning, and are taught by a team of up to four teachers.
2. **Career-based Course:** Twice a week, students take a 90-minute Career Choices course in the afternoon. This course is taught by the student's teacher-advisor.
3. **Elective:** Students also will receive additional courses, such as Language Other Than English, Fine Arts, and career-based projects in the afternoon.
4. **Enrichment**: Students will receive intense academic assistance and support in the afternoon.

Attachment 4

Rochester Career Mentoring Charter School's 2012-13 Calendar (Draft)

July 2012

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August 2012

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

5
5 school days

September 2012

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

September 3 (Labor Day)
19 school days

October 2012

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

October 8 (Columbus Day)
22 school days

November 2012

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 12 (Veteran's Day)
November 22 (Thanksgiving Day)
18 school days

December 2012

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

December 24 – January 2 (Winter Recess)
15 school days

January 2013

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28*	29	30	31	

January 1 (New Year's Day)
January 21 (Dr. Martin Luther King, Jr.)
20 school days

February 2013

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

February 18 (President's Day Recess)
18 school days

March 2013

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	9	10	11	12
18	19	20	21	22
25	26	27	28	29

March 29 (Good Friday)
19 school days

April 2013

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

April 15-19 (Spring Recess)
17 school days

May 2013

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

May 27 (Memorial Day)
22 school days

June 2013

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17**	18	19	20	21
24	25	26	27	28

18 school days

School's in session: 193 school days
Off days: 23 for staff; 25 for students
School begins: August 27, 2012
Professional Development Days for staff: January 7 & March 8 (Students off)

- * subject to NYS Education Department's Regents Mid-term Exams schedule
- ** subject to NYS Education Department's Regents Final Exams schedule

Attachment 5

Rochester Career Mentoring Charter School

Board of Trustees BY-LAWS

WORKING DRAFT—Subject to Board Approval

Article I

Powers, Duties, and Responsibilities of the Board of Trustees

1. The powers, duties, and responsibilities of the Board of Trustees [BOT] operate under and reflect the limits of New York State Education Law, particularly sections 216a, 226, and 2853 and 2854(1)(e).

2. As prescribed by Education Law subdivision 2853(1) (f), the Board of Trustees shall have final authority for all policy and operational decisions of the Rochester Career Mentoring Charter School (CMCS). However, the day-to-day decisions and operations of the school shall be delegated to the Chief Executive Officer (CEO), and/or any additional senior administrative position the BOT deems necessary to create.

3. The BOT shall be responsible for providing input in the budget development process including setting of priorities, approve the school's annual operating budget and any necessary mid-year amendments; approve any significant changes in mission, vision, or curriculum; participate in the establishment of the school's goals and objectives, approve such goals and monitor annual progress towards them; review and approve the school's policy manual; adopt governance bylaws; participate as necessary in site visits to the school and in the charter renewal process; and be ambassadors for the school in The CEO reports to the Board of Trustees and oversees the mission, school design and development, and the operational components of the school. The Educational Leader oversees the daily instructional components and becomes a model in teaching and learning for his/her staff. The Coordinator of Internship reports to the Educational Leader the connection, training, and assignments of the mentors to each student and reports the connections this individual has made by linking businesses to the charter school.

The Director of Operations reports to the CEO, works closely with the Educational Leader, and is charged with overseeing daily operations and financial aspects of the school. This individual is responsible for overseeing and/or performing all duties related to school operations and meeting all financial reporting requirements. These responsibilities include, but shall not be limited to, finance (accounting, payroll, purchasing), budget, information technology, facilities and maintenance, human resources/benefits, and all contracted services (which may include transportation, food service, security, legal services, grant writer, insurance). This individual will work closely with the CEO to ensure funding sufficient for the academic program. This individual will also be responsible for preparing regular financial reports for the Board; prepare and submit all financial reports required by the NYSD Charter School Office; work with the independent auditor; and serve as the records access officer. Finally, this individual will assist the CEO and BOT President with communications and media relations as required. No member of the BOT shall speak for the BOT on any issue of policy or matter of operation until the Board has rendered a decision on the matter. Nevertheless, Board members as individuals retain the right to speak as individual members on any issue of policy or matter of operation.

4. It shall be the responsibility of the Board of Trustees to meet at least monthly during the academic calendar year (September through June) and more so if the President of the BOT or a majority of its voting members deems it necessary. The BOT is further responsible for and obligated to announce, hold, and conduct its meetings in a manner and location to promote public attendance. In recognition of the need to possibly meet more frequently during the initial start of the CMCS, the BOT also shall have the responsibility for establishing and delegating to ad hoc work groups of the BOT the authority and responsibilities of addressing significant issues as they arise. The President of the BOT will be an ex officio member to all ad hoc work groups and any member of the BOT may attend and participate in the deliberation of these work groups.

5. It shall be the right and responsibility of the BOT to receive and accept *at least* quarterly financial reports from the CEO.

6. It shall be the right and responsibility of the BOT to receive and accept *at least* quarterly educational/academic reports from the CEO.

7. It shall be the responsibility of the BOT to hear and address all complaints brought by individuals or groups alleging that the CMCS, any of its teaching or administrative staff, service providers, or individual members of the BOT have violated any provision of the Charter School Act, the CMCS charter, or any other provision of state law relating to the management or operations of the CMCS.

Article II

Membership, Terms of Office, Appointment and Removal of BOT Members

1. *Membership*. The Board of Trustees shall consist of no fewer than nine (9) and no more than eleven (11) members inclusive of one parent representative with a child currently enrolled in the school.

2. Term of Office. The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

3. Appointment and Reappointment.

a. Founding Members. The Founder and Chief Executive Office (Mr. Dennis Francione) is to select the inaugural or founding members of the BOT prior to the application for the Career Mentoring Charter School being submitted to the New York State Education Department (NYSED) for approval. All appointments and reappointments afterwards will be made pursuant to the prescribed by-laws presented below.

b. Voting Members. The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

Article III

Parent Member

(1) The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(2) Nominations are to be made from the "floor" of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(3) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent of more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(4) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(5) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(6) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

Article IV

Removal

(1) Voting members of the BOT can be removed from office in a manner in accordance with Education Law subdivision 226(8).

(2) Members of the BOT may be removed from the BOT by a two-thirds (2/3) vote of its absolute voting membership.

(3) Written charges are confidential and privileged until such time a vote of removal is taken prior to a meeting and a vote of removal.

i) the member whose removal it is, must receive in writing from the President of the BOT (or the Vice President if the President is the member under review) the reasons for the removal actions and any supporting evidence, data, or documents pertinent to those reasons. The letter of notification must also be copied and provided to all members of the BOT.

ii) the member whose removal is sought is given a three week period, excluding holidays, upon receipt of the notification letter to respond in writing to the letter.

(4) The removal meeting is to occur in executive session for the purpose of discussion and then reconvene in public for the purpose of voting for or against removal.

Article V

Meetings of the Board of Trustees

a. Parliamentary Procedures.

All meetings of the BOT shall operate under *Robert's Rules of Order* except where those rules conflict with provisions of these by-laws which supersedes the former.

b. Organization Meeting.

When necessary for the election of officers and other housekeeping administration as prescribe by State law, the first regularly scheduled business meeting of the fiscal year shall serve as an organizational meeting. When it is necessary to elect new officers of the BOT, the outgoing President whose term is expiring shall preside over the meeting until a new President is elected or he/she is re-elected. All voting members of the Board shall be eligible for election as President and Vice President. Elections begin with election of the President followed by election for Vice President, and then any other collective office the BOT deems necessary to create. The presiding officer shall request nominations, which need not be seconded. When nominations are closed, members shall vote in a secret ballot election with the votes counted by the Recording Secretary or Chief Executive Officer a nonvoting member of the BOT immediately upon voting completion with the election result announced upon the completion of the vote count. The nominee with a simple majority of the voting member of the BOT shall be declared elected. If no nominee receives a simple majority, then a runoff election is conducted between the two nominees receiving the most votes.

c. Regular Business Meetings.

It shall be the responsibility of the Board of Trustees to meet at least monthly during the academic calendar year (September through June) and more so if the President of the BOT or a majority of its voting members deems it necessary. Regular business meetings of the BOT shall be held on the third Wednesday of each month, or at such other day as the Board may select, in its discretion, to commence at 6:30 p.m. When such Wednesday falls on a legal holiday, such meeting shall be held on a date and at a time designated by the Board. Regular meetings shall be called in the manner and upon such notice as prescribed by Open Meetings Law of New York State.

d. Special Meetings and Board Study Sessions.

A special meeting of the BOT or a Board study session may be called at the discretion of the President or upon request of a majority of the members of the Board. A special meeting or a Board study session shall be called solely for consideration of one or more purposes specified in the call of the meeting. A special meeting or a Board study session shall be called in the manner and upon such notice as prescribed by subdivisions Open Meetings Law of New York State. Notice to members of the Board shall be by fax, email, telephone or personal delivery. A special meeting or a Board study session shall be held at a time and place that is reasonable under the circumstances prompting the call of the meeting. Special meetings and Board study sessions shall be open to the public.

e. Executive Sessions.

The BOT may meet in executive session according to the specification of the Open Meetings Law of New York State, at which only members of the Board, key staff members invited by the Chair of the BOT, and such other individuals as the Board may choose may be present, during regular or special meetings upon the affirmative vote of a simple majority of BOT members in attendance

f. Abstention.

No Board member shall abstain from voting on any actionable item or motion before the BOT unless to vote would, in the opinion of the Board member, violate the CMCS Code of Ethics or ethics laws of New York State. Any member who wishes to abstain from voting for this reason shall make a brief statement of the reasons for abstaining when it is his or her turn to vote. Nor shall any member of the BOT leave a meeting in order to avoid voting on any actionable item or motion before the BOT

g. Quorum and Voting.

No official business shall be transacted at a meeting without a quorum, which shall consist of half of the voting board membership plus one (1). An affirmative vote of an absolute majority voting members of the BOT is required to enact passage of any action concerning school finances, budgets, policy, or curriculum other than accepting reports unless otherwise specified in the by-laws. A majority of those members present (assuming a quorum) is required to adopt any parliamentary motion. Voting shall be by voice vote unless a roll call or secret ballot vote is mandated by law or requested by a member of the Board.

h. Place of Meetings.

All organization and business meetings of the BOT shall be held at the site of the CMCS unless another place is designated by the BOT in advance of the meeting. All reasonable efforts shall be made to ensure that any alternate place chosen for a meeting is equipped to permit barrier-free physical access to the physically handicapped.

i. Order of Business.

Unless another order of business has been established by the President or by a majority of the members of the Board for a specific meeting by notice given to each Board member at least 24 hours prior to the BOT meeting, the order of business for each regular business meeting shall be as set forth below:

- Pledge of Allegiance to the Flag.
- Acceptance of Minutes of Previous meeting.
- Speakers Addressing an Agenda Item and all Student Speakers.
- Speakers on other than Agenda Items.
- Written reports from the Chief Executive Officer and Committees of the BOT that have been established.
- Consideration of Resolutions.
- Unfinished Business from previous meetings.
- New Business.
- Adjournment.

Written materials to be considered by the BOT at a regular business meeting shall be delivered to all BOT Members no later than forty-eight (48) hours prior to the meeting.

Article VI

General Rules Applicable to Speakers

Subject to the limitations contained in this section, individuals who have registered to speak by noon of the day of a business meeting may address the BOT. No speaker who has not registered may address the BOT unless a majority of the BOT in attendance votes to allow so. No other individual may speak on behalf of a registered speaker. Each registered speaker may address the Board for up to four (4) minutes unless the number of registered speakers exceeds fifteen (15) then the amount of allotted time is reduced to three (3) minutes per speaker. Speakers who wish to register shall contact the Office of the CMCS and shall furnish their names, addresses and affiliations, if any, with the school, as well as the topic on which they propose to speak. At the time of registration, the speaker shall be informed whether his or her topic relates to a

resolution or other items on the agenda. Speakers whose topics relate to resolutions or other items on the agenda shall be "Speakers Addressing an Agenda Item". Speakers whose topics do not relate to an agenda item shall be "Speakers on Unrelated Topics". However, all Students wishing to address the BOT shall be heard as "Speakers Addressing an Agenda Item" regardless of their topic to allow for greater participation by our students. Speakers shall be heard in the following order:

Students
Parents
Community
Staff

Within each speaking group, speakers shall be heard in order of their registration. The total time for all speakers in any Business meeting shall not exceed sixty (60) minutes. The time limit will be strictly enforced by the President. Speakers who are unable to address the Board by reason of the time limit shall be heard at the next Business meeting of the Board.

Article VII

Open Meetings Law

All meetings and executive sessions of the BOT and all meetings of Standing Committees of the Board, shall be conducted in accordance with the provisions of the state Open Meetings Law (Public Officers Law Article 7), including the Law's requirements with respect to public notice and minutes.

Public Meetings and Executive Session for Board of Trustees

The Career Mentoring Charter School will comply with NYS Open Meetings Law. Any time a quorum of the Board of Trustees or one of its committees or subcommittees officially gathers for the purpose of discussing public business, the meeting must be open to the public, *whether or not there is an intent to take action and regardless of the manner in which the gathering may be characterized.* In other words, it is an open meeting if there is:

1. A quorum;

2. An official meeting, meaning the meeting is not by chance or a causal encounter such as may happen at a social gathering; and

3. The meeting is held to discuss public business.

If a meeting is scheduled at least one week in advance, notice of its time and place must be given to the news media and be conspicuously posted in one or more designated public locations at the school at least 72 hours before the meeting.

If the meeting is scheduled less than one week in advance, notice of the time and place of the meeting must be given to the news media, to the extent practicable, and must be conspicuously posted in one or more designated public locations at a reasonable time before the meeting.

Minutes of Meetings

A. Minutes are to be taken at all open meetings by the Recording Secretary. The minutes must consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon as well as the resultant vote.

B. The Minutes of an open meeting must be available to the public within two weeks from the date of the meeting and are to be posted on the school's website.

C. In accordance with the Freedom of Information Law (Public Officers Law §§84 et seq.), Minutes taken of open meetings or executive sessions need not contain any matter that is NOT required to be public.

Executive Sessions

Executive sessions must be conducted as part of an open meeting and may not be considered a separate meeting. A motion to enter into Executive Session must state the subject(s) to be discussed and carried by a majority vote of the body's total membership in attendance. An executive session arising in a committee meeting must be carried by a simple majority.

A. Permissible Subjects for an Executive Session – executive sessions may be conducted for the following purposes only:

1. Matters which will imperil the public safety if disclosed.

2. Any matter which may disclose the identity of a law enforcement agent or informer.

3. Information relating to current or future investigation or prosecution of a criminal offense which imperils effective law enforcement if disclosed.

4. Discussions regarding proposed, pending, or current litigation.

5. If such litigation applies to charter school employees, including collective bargaining negotiations.

6. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

7. The preparation, grading, or administration of examinations.

8. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

B. Any member of the Board of Trustees and any other persons authorized by the Board may attend an executive session.

Exemptions for the Law

The following matters are exempted from the Open Meetings Law and therefore need not be discussed at open meetings:

a) Judicial or quasi-judicial proceedings (for example, suspension hearings and employee grievance hearings).

b) Deliberations of political committees, conferences, and caucuses.

c) Any matter made confidential by State or federal law (for example, discussions regarding a particular student's records or discussions regarding children with handicapping conditions in violation of the federal Family Educational Rights and Privacy Act).

Enforcement

Any aggrieved person has standing to enforce the provisions of the Open Meetings Law by commencing what is known as an "Article 78 Proceeding" or an action for declaratory or injunctive relief. In any such action or proceeding, the court is authorized, in its discretion and upon a showing of good cause, to declare any action taken in violation of the Open Meetings Law void in whole or in part. Unintentional failures to fully comply with the notice provisions are not sole grounds for invalidating any action taken at a meeting.

Reference: NYS PUBLIC OFFICERS LAW, ARTICLE (7)

Article VIII

Officers of the Board of Trustees

1. President

The President of the BOT shall serve a two (2) year term except for the founding/inaugural president who shall serve for the development year(s) and an additional two year (2) term once the school is opened. The President may be reelected. Only voting members of the BOT may serve as president.

The President shall preside at meetings of the Board; shall sign documents authorized by the Board and requiring the President's signature; and shall enforce these rules and regulations governing the Board.

The President or his or her designate shall serve as the BOT's official liaison to the school community, the external neighborhood surrounding the CMCS, and the Greater Rochester/Monroe County community including government institutions, elected officials, business leaders, and nonprofit agencies.

The President shall provide all members of the BOT and principal administrators of the school copies of all correspondence received and sent by the President relating to the work of the Board and shall provide all

members of the BOT oral or written reports of all dealings with the school community and the greater Rochester/Monroe County community.

When making public statements, either oral or written, on behalf of the BOT, the President shall represent the position of the Board. However, he or she, as an individual BOT member, retains the right to question and note where he or she disagrees with Board majority decisions.

The President shall appoint members of any standing or ad hoc committees of the BOT with the advice and consent of the Board, and representatives to organizations of which the BOT is a member and for which BOT representation is desirable or required.

The President shall convene the first meeting of each Board committee and shall preside over the committee until a chairperson is elected.

The President shall meet on a regular basis at mutually convenient times, with BOT committee chairpersons to develop the work plan and to review progress of the work of any committee.

The President shall meet with the Chief Executive Officer of the CMCS on a regular basis at mutually convenient times to discuss and coordinate the presentation of material for consideration by the BOT at business meetings, and to review the implementation of BOT directives and policies. The President also may designate other Board members to attend these meetings with principal school administrators and him or her.

2. Vice Chair

The Vice President shall serve a five year term and be may be re-elected. Only voting members of the BOT may serve as Vice Chair.

The Vice President shall act as Chair in the absence of the President, and shall serve as President if the office of President is vacated by the elected incumbent prior to the end of his or her term.

If the office of Vice President is vacated, voting members of the BOT shall elect a new Vice President for the balance of the term at a meeting held in accordance with the procedures set forth in Section C(2) of these Rules, within ten (10) business days of the effective date of the vacancy.

3. Recording Secretary

The President of the BOT will appoint a Recording Secretary of the BOT who shall not be a BOT member. The Recording Secretary will serve a two year term and may be reappointed.

The Recording Secretary to the Board of Trustees shall provide public notice of the meetings of the BOT, shall keep a record of the proceedings and minutes of the BOT and of its committees, shall prepare the official correspondence and legal documents of the Board, and shall maintain files thereof. The Recording Secretary shall maintain such other records and perform such other duties as may be required by the President or BOT.

Article IX

Committees of the Board of Trustees

1. The following Committees shall be Standing Committees of the Board of Education:

    - Curriculum and Assessment
    - Personnel and Hiring
    - Budget, Finance & Audit
    - Complaints & Ethics
    - Executive

2. Unless otherwise noted in these by-laws, each Standing Committee shall consist of no fewer than three (3) and no more than five (5) voting members of the BOT, and a majority of its members shall constitute a quorum. Nonvoting members of the BOT may be appointed to committees and serve in an advisory nonvoting capacity. The President of the BOT shall be an ex officio nonvoting member of all standing committees.

3. The President shall appoint members of Standing Committees with the advice and consent of the Board.

4. Each Standing Committee shall meet at the call of its Chairperson or a majority of the members at a time and place to be designated in the call of the meeting.

5. Committees of the BOT, standing or ad hoc, do not have the authority to act outside of a formal vote by the full BOT. These committees are charged with reviewing information under their purview and developing a position on such and any recommended action for the BOT. Committee Chairpersons are expected to work closely with committee members and senior administrative staff as needed to address questions and concerns, as well as complete projects the committee has taken on or been charged with by the full BOT.

6. The Curriculum and Assessment committee is responsible for reviewing any proposed changes in curriculum or instructional materials, including new instructional software, substantial change in methodology, or the like. Once the committee has completed their review and developed a recommendation, such recommendation shall be made to the full Board of Trustees for its consideration and action. The committee does not possess the authority to act independently of the BOT.

7. The Budget, Finance & Audit committee shall be responsible for receiving and reviewing all financial reports at least on a quarterly basis; it shall also review all proposed contracts whose dollar value exceeds $10,000 to determine whether or not it will be recommended to the BOT for adoption, or not leave committee; and work with the independent auditor on the annual independent audit that is to be completed in accordance with State Education Law.

8. The Complaints & Ethics committee consists of: the Vice-President of the BOT, Chief Executive Officer and two other BOT members appointed by a majority vote of the BOT. In any situation, when one of the members of the Complaints & Ethics committee is alleged to have committed a

violation of the above that individual is to be removed from hearing the complaint and the President of the BOT shall select a temporary replacement to the committee.

9. The Executive Committee consists of the President, Vice President and two voting members of the Board appointed by a majority vote of the BOT. This committee will be charged with receiving report between meetings of the Board and acting on decisions which do not have significant impact on the financial position, curriculum or mission of the school that require action between BOT meetings.

10. The President or the BOT may, from time-to-time and as necessary for carrying out Board responsibilities and obligations, appoint temporary ad hoc committees. The make up of these committees may vary based upon need and may include persons other than BOT members, BOT from within and outside of the school.

Article X

Amendments

These by-laws may be amended at any business or special meeting by the affirmative vote of an absolute majority of the voting members of the Board, provided that any proposed amendment shall have been submitted in writing to the members at a regular or special meeting at least three (3) weeks prior to the meeting at which the vote is taken. The one exception to this general rule is that any reduction in a term of office for Board officers cannot go into effect until after the current officers' terms have expired.

Article XI

Rules of Order

The rules contained in "Robert's Rules of Order, Newly Revised", published by Scott, Foreman and Company (1970) or a more recently published version, shall govern the BOT in all parliamentary procedure, except where these by-laws apply. The President shall appoint either the Recording Secretary or a Board member other than him or herself or the Vice President to be the Board's parliamentarian. The parliamentarian shall rule on all questions about the interpretation of these Rules and Regulations and on all interpretations of Robert's Rules of Order. The rulings of the parliamentarian shall be final unless overridden by a two-thirds vote of the voting members present.

Attachment 6

ROCHESTER CAREER MENTORING CHARTER SCHOOL
OFFICER AND EMPLOYEE CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (CMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of CMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that CMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any CMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.

b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the CMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than CMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.

c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a CMCS officer or employee.

d. "Gift" shall mean anything of value given to a CMCS officer or employee. The value of a gift shall be defined as its fair market value. .

e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a CMCS officer or employee.

f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.

g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a CMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the CMCS or its Board of Trustees.

h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.

i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and CMCS guidelines adopted pursuant to those laws.

II. Generally

a. A CMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the CMCS.

b. In no event shall a CMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.

c. In no event shall a CMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.

d. In no event shall a CMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.

e. In no event shall a CMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

a. In no event shall a CMCS officer or employee give loan or contribute CMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.

b. In no event shall a CMCS officer or employee use or permit the use of CMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.

c. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.

d. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more meals unless:

i. The CMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
ii. The CMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or
iii. The purchase is specifically authorized by the Director of Operations.

e. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

a. In no event shall a CMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.

b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A CMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a CMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a CMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a CMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a CMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.

b. The foregoing provision shall not apply to a CMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the CMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:

   i. The CMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.

   ii. If the CMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

   iii. The Complaints and Ethics Review Committee shall render an opinion whether the CMCS officer or employee shall participate in the matter, and the CMCS officer or employee shall abide by the opinion.

   iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the CMCS officer or employee in the matter null and void.

XI. Penalties

A. A CMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.

B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.

C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

XII. Complaints and Ethics Review Committee

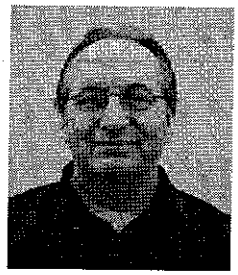
There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.

b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

Attachment 7



Dennis P. Francione
[redacted]
Rochester, New York 14621
[redacted]

OBJECTIVE To continue my instructional and leadership impact on a small school and in an urban school district.

PROFESSIONAL ACCOMPLISHMENTS

- Successfully piloted a critical thinking program titled "Think" Innovative Sciences at Interim Junior High School, Rochester City School District (RCSD).
- Conceptualized, planned, and implemented communication studies program in the Academy of Excellence at Wilson Magnet High School (one of the top 100 high schools in the US).
- Organized and coordinated two magnet programs, *business and communication arts magnets*, at Benjamin Franklin High School (RCSD) 1986.
- Planned, organized, and implemented an off-site campus middle school program for 6th – 8th graders in the *Science and Technology Magnet* at Thomas Jefferson Middle School with Rochester Institute of Technology downtown City Center Site.
- Authored authentic assessment projects and activities for the National Center on Education and the Economy and the Rochester City School District.
- Planned and developed business partnerships for secondary school programs, such as Wegmans Foods Corporation, Marine Midland Bank, Rochester Midland Corporation, and Xerox.
- Planned and developed college/university partnerships for secondary school programs, such as Rochester Institute of Technology, SUNY Brockport, Roberts Wesleyan College, and Ithaca College.
- Co-chaired the Leaders' Institute Steering Committee for the Rochester City School District.
- Served as an administrative panel member on the Career in Teaching Program (CIT) for the Rochester City School District.
- Mentored Administrative Interns who were part of RCSD/St. John Fishers' Administration Cohort Program.
- Planned, organized, and developed operational and instructional strategies for a new small school, *Global Media Arts High School*, RCSD.
- Facilitated a 10-Member Global Media Arts High School Design Team as part of the Model Secondary Schools Project funded by the Bill and Melinda Gates Foundation.
- Planned and conducted workshops on project-based instruction.
- Facilitated the early and middle college programs at Franklin Educational Campus.
- Facilitated the Pathways to Leadership Team for Atlas Communities in Global Media Arts High School.
- Facilitated a Design Committee to create Rochester Career Mentoring Charter School.

EMPLOYMENT HISTORY

- 2007 – Present: Founder and Chief Executive Officer of the proposed Rochester Career Mentoring Charter School.
- 2001 – 2007: Principal, Global Media Arts High School, Rochester City School District, New York (A Model Secondary Schools Project, sponsored and funded by the Bill and Melinda Gates Foundation)
- 1996 – 2001: Vice Principal, Jefferson Middle School, Rochester City School District, New York
- 1993 – 1996: House Administrator, Jefferson Middle School, Rochester City School District, New York
- 1990 – 1993: Coordinator of Instruction, Jefferson Middle School, Rochester City School District
- 1986 – 1990: Curriculum Specialist of Magnet Programs, Benjamin Franklin High School, Rochester City School District, New York
- 1976 – 1985: English/Resource Teacher, Wilson Magnet High School and Interim Junior High School
- 1973 – 1976: English/Reading Teacher, Diocese of Rochester, New York

EDUCATION

- 1985: C.A.S. in Educational Administration, State University College at Brockport, New York
- 1980: M.S. in English Education, State University College at Brockport, New York
- 1973: B.S. in English, State University College at Brockport, New York
- 1970: A.S. in Business, Monroe Community College, Rochester, New York

ADDITIONAL EDUCATION

4-MAT Learning Style Training....Human Relations Training with NYSUT....Shared Decision Making Training....Authentic Assessment Workshop with the National Center on Education and the Economy....Special Education Courses, Nazareth College, Rochester, New York....Facilitator for NYSUT School/Community Committee....Leaders' Institute Training....Participant in ASCD and Coalition of Essential Schools Workshops...Coalition of Common Sense....Seminars and Conferences with the Big Picture Learning Company...School-based facilitator of the Bill and Melinda Gates Foundation Small School Initiative.

REFERENCES

Outstanding references available on request

Eugenio Cotto. Jr. [redacted] Rochester, New York 14621 [redacted]

PROFILE: Oversee day to day operations of a Neighborhood Preservation Company, Housing rehab grant administrator (including CHDOs) community organizing with neighborhood planning. Computer operation knowledge since 1974. Acquired Word Processing Office Assistant diploma in 1985. Have knowledge in ERP (Enterprise Resource Planning), Microsoft 2000, XP, and Word/Excel/Access systems. I've had a solid involvement in our community, primarily with youth and education the past thirteen years writing and submitting RFP's for financial needs. Over career, approximately fifteen years of people and procedures management. Four to five years acquired experience as sole proprietor of small business where personal empowerment and growth techniques were administered. Fully bilingual: Spanish/English.

EXPERIENCE:

- *Group 14621 Community Assoc., Inc., Rochester, NY, Executive Director 2008*-- **Neighborhood Planner/Housing Department Staff 2002-***Present*
- *Veeco Instruments, Inc. / CVC Inc., Rochester, NY,* **Materials Dept.--Stockroom/Shipping/Receiving** *1999 to 2002* **Facilities Maintenance,** *1998 – 1999*
- *Rochester Community Baseball, Rochester, NY,* **Part-time Grounds Keeper,** *1998 - Present.*
- *Megep's Services, Rochester, NY 1994 – 1999 (Still active)*
  President/Owner—Résumé & Document Preparation and Personal Needs' Services
- *Pre-Trial Services, Rochester, NY 1996 - 1997*
  Facilitator—Job Readiness: Résumé Preparation, Networking, Interviews, and Job Search plus Follow through.
- *La Primera Iglesia Reformada/First Reformed Church, Rochester, NY, and 1995 - 1996*
  Part-time Secretary
- *Spanish Action Coalition Inc., Rochester, NY, 1994 - 1995*
  Office Manager
- *Turner Bellows Incorporated, Rochester, NY, 1991 - 1993*
  Operations Warehouse Shipping & Receiving Supervisor
- *Hardwood House Incorporated (Allsteel), Rochester, NY, 1986 - 1991*
  Warehouse Supervisor
- *Chase Lincoln First Bank, Rochester, NY, 1985 - 1986*
  Operations MICR Operator
- *Xerox Corporation, Webster, NY, 1984 - 1985*
  Production Assembler
- *Hardwood House Incorporated, Rochester, NY, 1981 - 1984*
  Senior Warehouseman
- *E.I. Dupont/Caribe Biochemicals, Inc., Manati, Puerto Rico, 1974 - 1981*
  Operations / Materials Material Handling Technician / Services-Safety Supervisor

EDUCATION:

- *Center for Degree Studies, Scranton, Pennsylvania, 1988*
  Business Management Accounting, 3.50 G.P.A. Completed one semester
- *Stratford School, Rochester, New York, 1985*
  Word Processing Office Asst. Diploma, 4.00 G.P.A. President's Honor List
- *Lino Padron Rivera High School, Vega Baja, Puerto Rico 1974*
  General Diploma, Concentration on Spanish language and idioms

AFFILIATIONS: (Volunteer)

- *Coalition to Prevent Lead Poisoning, Rochester, New York 2006 -- Present,* **Outreach Committee/Board Member**
- *Rochester Surround Care (RCZ)—2008 to 2010 Board Member*
- *Rochester Hispanic Youth Baseball League, Rochester, New York 2005 -- Present,* **Fundraising/Transition Advisor** *1995 – Present, Founder, Board President (Except 2006)*
- *Iglesia Metodista Unida Emmanuel, Rochester, New York 2002 – Present, Finance Director (2005)/Treasurer*
- *Group 14621 Association, Rochester, New York, 1994 - 1998, 2001 – 2002;* **NBN Representative/Board Member**
- *Benjamin Franklin High School, Rochester, New York, 1994 – 1998;* **Parent Rep.**
- *RCSD Parent District Council, Rochester, New York, 1995 - 1998,* **Parent Rep / Parent Council President 1998**
- *Spanish Action Coalition, Inc., Rochester, New York, 1996 - 1998, Board Member*
- *Youth for Tomorrow, Rochester, New York, 1994 - 1995,* **Coordinator**

REFERENCES UPON REQUEST….

CONSTANCE D. FELDER

[redacted]
Rochester, NY 14612
[redacted]

CAREER MISSION

To be a leader in the local workforce development system and make significant contributions to the creation and sustainability of a competitive talent pipeline through education, collaboration, innovation, and entrepreneurship.

PROFILE

Results-oriented workforce development director with over 15 years experience in education and the public and sector. A high energy self-starter who has repeatedly demonstrated skill and innovation in creating, marketing and implementing high quality programs and services from the ground floor. Key strengths include:

- **Business Development,** with a track record of increasing customers and resources by continuously expanding and improving services.
- **Strategic Planning,** including board management, committee coordination, group facilitation, grant writing, and authoring planning documents.
- **Innovator and Change Agent,** creating new services and programs that doubled customer participation and workforce training dollars to Monroe County.
- **System Building,** demonstrating the ability to leverage funds and align services to maintain and grow programs.
- **Operations Management**, including staffing and the development and implementation of standard operating procedures for multiple operations.

PROFESSIONAL EXPERIENCE

ROCHESTERWORKS, INC., Rochester, NY — 2000 – Present

Deputy Director (2006 – Present)
Director, Career Center Operations (2005 – 2006)
Director, RochesterWorks Career Center (2004 – 2005)
Business Services Manager (2000 – 2004)

- Second in charge of Monroe County's $10 million dollar publicly funded employment and training system.
- Managed a diverse board of 35 members and various standing committees.
- Directed multiple career center operations providing programs and services for over 20,000 youth, adult job seekers, and businesses annually resulting in meeting or exceeding all performance measures.
- Developed and implemented operating protocols and quality improvement strategies to ensure consistency, high customer satisfaction, and the attainment of outcomes.
- Successfully led service alignment with the Department of Labor resulting in doubling customer participation and improved customer satisfaction.
- Negotiated and approved service provider and supplier contracts and oversaw monitoring processes.
- Supervised financial activities and budget preparations ensuring fiscal controls in place for compliance with government regulations and accounting standards.
- Directed a management team of eight with over 50 indirect reports.
- Managed and developed relationships with numerous system partners and community organizations to expand services, streamline referral processes, reduce duplication, improve service delivery, increase participants, and enhance performance outcomes.
- Collaborated with regional workforce boards and partners on the WIRED initiative to align systems and improve the region's workforce.
- Collaboratively developed and implemented an advertising and marketing plan including communicating with the media in the absence of the Executive Director; lead website redesign, authored website column, and supervised publications including quarterly e-news and annual report.

- Created business consortia to identify shared workforce development needs resulting in over $3M in state training grant awards.
- Provided technical assistance to hundreds of Monroe County companies resulting in $4M in additional state training grant awards; Monroe County companies led the State in total training grant dollars awarded two years running.
- Innovated and implemented local business training grant programs including on-the-job and apprenticeship training in the skilled trades; negotiated training contracts with over 100 companies totaling $1.2 M.
- Developed reimbursement and tracking procedures for business training grant programs.
- Awarded a $25,000 State best practices grant for exemplary business services.

MONROE #1 BOCES (Board of Cooperative Educational Services), Fairport, NY 1994 – 2000
Career Counselor, Adult and Community Education Department

* Responsible for recruitment, job preparation training, internship coordination, and employment support services for job training programs.
* Instrumental in the development and implementation of new training programs; recipient of the New York State Department of Education's 1998 Vanguard Educator Recognition Award for a nontraditional career training program for women (machine trades.)
* Worked closely with local manufacturers and service organizations in the development and implementation of student internships and on-the-job training programs.
- Provided job placement assistance to students resulting in placement statistics exceeding 90% for most programs.
* Collaborated with local agencies and mental health professionals in the recruitment, referral, funding and retention of students and for assisting students to secure support services.
- Developed and delivered job preparation workshops and professionally facilitated groups for adults preparing to enter or re-enter the workforce.
- Administered and interpreted career assessment and academic instruments to individuals and groups.

BRYANT AND STRATTON BUSINESS INSTITUTE, Henrietta, NY 1991 – 1994
Program Coordinator, Continuing Education and Corporate Training Programs

* Developed and administered, from the ground floor, non-credit job training programs, community education, and customized business training programs, exceeding revenue goals for 1992 and 1993.
* Awarded JTPA Program of the Year for 1993 by the Private Industry Council.
* Responsible for the planning and implementation of marketing and recruitment strategies including print advertising, brochures, and mailings.
* Hired and supervised a staff of two full-time employees and 20 part-time instructors.
* Authored grant proposals for government funding and contract training proposals for the private sector.

FISHER SCIENTIFIC COMPANY, Rochester, NY 1980 – 1990
Technical Sales Representative (1988 – 1990)
Inside Sales and Customer Service Representative (1980 – 1989)

* Field sales position responsible for a two million-dollar territory consisting of 300 major and minor accounts in a five county area; increased sales by 20% in one year.
* Developed and implemented specific account strategies for selling a product line of over 60,000 laboratory items to government, hospital, educational, and industrial customers.
* Prepared, negotiated and coordinated the implementation of primary vendor contracts.

EDUCATION

M.S.Ed., Counselor Education, SUNY BROCKPORT, NY
B.A., Psychology, cum laude, ALFRED UNIVERSITY, Alfred, NY

RECENT PROFESSIONAL AND COMMUNITY SERVICE

Advisory Board, Finger Lakes Community College 2010 – Present
Finger Lakes Manufacturing Council 2008 – Present
United Way Community of Caring Committee 2009 – Present
Public Transit/Human Services Transportation Planning Committee 2008 – 2009

Kevin McCormick
Scottsville, New York 14546

Kevin G. McCormick, C.P.I.M.

PROFESSIONAL SUMMARY

- Over twenty five years combined business experience including supply chain, order entry, distribution, accounting, manufacturing (chemical, medical and optical devices, pharmaceuticals, capital equipment and consumer products), and project implementation along with establishing project controls and project methodology.
- Ten years of preformed planning, directing, reporting and administrative responsibilities. Also played a major role in pre and post acquisition team.
- Managed a multi-million dollar department budget and a staff up to 23 people.
- Implemented multi ERP packages all within budget and on time: Oracle Application 11i,

PROFESSIONAL EXPERIENCE

Rochester Midland Corporation (1999-Present)
Senior Vice President of Information Technology

- As a member of the Executive Team, my responsibilities include managing the company's Information Systems and participating in planning corporate growth and coordinating the strategic plan with the development of information systems support.
- Establish control over the overall information systems budget and make decisions relative to outsourcing vs. in-house provisioning. Reduced the department budget by over 50% and implemented new systems that also saved RMS hundreds of thousands of dollars per year.
- Upgraded to Oracle 11i, Manufacturing, Financial and Order Fulfillment modules.
- Develop and implement IT process improvements that reduced costs and improved quality of application software.
- Key member of the Corporation pre and post acquisition team that acquired four companies within 5 years.
- Every two years developed a three year strategic plan and delivered all items within budget and on time.
- Developed an Intranet system that allows the sales force to share and improve communication.
- Developed a corporation business contingency plan and reduced down time during four corporate disasters.
- Responsible for all US, Canada and UK operations. Adviser to our South Africa and Asia/Pacific JV's.

Oracle Services, Upstate New York, Oracle Corporation
Senior Principal Consultant, (1996 to 1999)

- Defined business requirements/solutions for Oracle WEB Based applications (Self-Service Application).
- Oracle GUI Inventory project that included detailed project planning, business reengineering, requirements definition, application fit/gap analysis, preliminary solution design for module, and, Bar Code Scanning with over 900K part numbers.

- Implemented client/server strategy including data warehouse, manufacturing support system and a warehouse distribution system.
- Oracle Boot camp instructor for Oracle Order Entry and ATO.
- Presenter at the Oracle OAUG Fall 1998 conference and published a white paper on bar code interfaces into Oracle using the standard API's at the Oracle OAUG Fall 1998 Conference.

Bausch and Lomb
Systems Development Manager and Project Manager (1992 to 1996)

- Responsible for a ten million dollar information system that re-engineered the business supply chain and focused on simplifying the business process in the areas of manufacturing, planning and order fulfillment and sales analysis (ROI – 15 months).
- Managed the CLD IM&T staff to support the U.S. domestic business.
- Responsible for a multi-million dollar annual operating departmental budget.
- Implemented EDI, which improved customer service.

Fisons Pharmaceutical, Inc
Manager of Business Systems (1991-1992)

- Implemented a strategic focus on EDI, which improved Order Entry lead time from three days to less than an hour.
- Knowledge of ISO 9000, GMP and FDA requirements.

EDUCATION

Bachelor of Science in Accounting
C. W. Post College

Advisory Positions

- Franklin High School Design Committee of a charter school, Global Media Arts Academy (2001-2002)
- Adjunct Advisor and Instructor, National Institute for the Deaf at Rochester Institute of Technology (RIT) (1987-1996)

Membership

InfraGard member, an organization that works with Homeland Security and the local FBI office (since 2005)
Central Western Board of Women's Sports-Softball High School Official (since 2005)

Certification

APICS - Certified Production Inventory Management

Publication

Published a white paper on bar code **interfaces into Oracle** using the standard API's at the **Oracle OAUG** Fall conference (1998

[redacted]
Rochester, New York 14614
[redacted]

ELLEN ANDERSON TOMASSO, ESQ.

Professional Experience

1999-2010 Rochester, New York
Private Practice

- Attorney for the Child in Family Court, Hearing Examiner in Rochester Municipal Code Violations Bureau, Real Estate, Contracts, Landlord/Tenant, Small Claims Arbitration, Rochester City School District (Grievance decisions 2001-2004). Jeffrey Freedman Attorneys (Bankruptcy 2001-2005), trustee for new charter school

1983-1998 City of Rochester, Corporation Counsel, Rochester, New York
Municipal Attorney

- Counsel for City of Rochester and the Rochester Economic Development Corporation (REDCO) in secured loan transactions and contracts for commercial and residential projects,.
- Counsel for city- related not-for-profit corporations (incorporation & general legal advice to Rundel Library Board & Foundation, Rochester Convention Center Management Corp and others.).
- Counsel for City in Housing Court (Supreme Court), predecessor to the Municipal Code Violations Bureau; TRO applications for code violations; County Airport and Powers Building Appeals.
- Counsel for Preservation Board, Traffic Control Board, Plumbing Board, Elevator Board; Art. 78 Appeals

1982-1983 Gallo & Iacovangelo, Rochester, New York
Associate Attorney

- Real Estate and General Litigation

1981-1982 Richard Vogt, Esq., Rochester, New York
Associate Attorney

- General Practice

1979-1981 Institute for Development of Indian Law, Washington, D. C.
Staff Attorney

- Research and Advocacy in Native American legal issues.
  Authored "The Indigenous People of Saskatchewan: Their Rights Under International Law" published in Washington, D.C., New York and Canada.

Professional Credentials

Admission (1980) to the New York State Bar, US Tax Court, US District Court & US Bankruptcy Court (Western District of New York), Member of the Monroe County Bar Association

Education

1976-1979 Syracuse University College of Law, Syracuse, New York (**J.D. and Certificate in International Law**), 1973-75 Peace Corps Morocco, 1967-1971 LeMoyne College, Syracuse, New York (**B.A. in French and Classical Languages**)

Dianne Lynn Spang
[redacted]
Macedon, New York 14502
[redacted]

Career Objective: **To utilize my skills in leadership, program management, collaborative partnerships, and creativity to create positive and meaningful educational experiences for students.**

Rochester Institute of Technology, Rochester, NY **1/98-Present**

K-12 Partnerships Director

- *Chair the K-12 Advisory and Collaboration Committee which provides a vehicle for RIT academic and support programs to share ideas, information and collaborate on funding opportunities that support outreach efforts to the local school districts and community.*

- *Participate on local advisory boards for several groups including the Design Team for Career Academies in the Rochester City School District, School to Careers Consortiums, Science Linkage in the Community, Design Team for the Career Mentoring Charter Schools, Liberty Partnerships Program, and PRISM*

- *Serve as the Principle Investigator and Executive Director for several grant funded programs that target under presented and low income urban students. These include:*

  - *STEP (Science Technology Entry Program) which focuses on STEM (Science Technology Engineering and Math)careers and licensed professions*

  - *GEAR UP(Gaining Early Awareness and Readiness for Undergraduate Programs) which promotes higher academics and college readiness for under represented students*

  - *College Access Challenge Grant which provides college readiness information and support to low income, under represented high schools and their parents.*

  - *Liberty Partnerships Programs which focuses on dropout prevention, high school graduation and college and workforce readiness*

  - *Middle College which provides career exploration, college readiness for high school students and collaborative curriculum development between RIT faculty and Rochester City School District teachers.*

  - *Perkins III grant at RIT; facilitate proposal development with RIT faculty and staff members and administrate funded projects.*

- *Collaborate with local schools and community groups to pursue grant opportunities to fund academic and career exploration activities for local K-12 students*

- *Design professional development opportunities for teachers and school counselors in emerging technologies, college readiness skills for students, and career opportunities in Math, Science and Technology.*

Wayne Finger Lakes BOCES, Stanley, New York **1991-1998**

School-to-Careers Coordinator

- *Assist the Finger Lakes School to Careers Consortium with implementation of School-to-Work grant initiative in twenty-five school districts*
- *Develop and manage mini-grant opportunities for school districts*
- *Monitor activities and reports regarding grant requirements*
- *Coordinate data collection and assessment for grant reports*
- *Author grant documents for future funding*
- *Develop and promote staff development activities for educators*
- *Author a quarterly newsletter to school districts detailing School-to-Work activities and information*

Workplace Literacy Program Developer and Instructor

- *Design and implement competency based training programs for business and industry*
- *Conduct workplace needs analysis, job skill and task analysis*
- *Develop customized curriculum to meet specific organizational needs*
- *Design and utilize evaluation instruments to measure success of programs*
- *Author grant documents for funding support of local programs*
- *Utilize performance based assessment models to measure student success*

Adult Literacy Instructor and Career Counselor

- *Prepare adult students for state assessments leading to a high school diploma*
- *Mentor students through career exploration and identification of career training programs*
- *Assist students with job search techniques and resume development*

Education

Certificate Of Advanced Studies in Educational Administration, SUNY Brockport, Brockport, NY
Masters of Science Degree in Educational Administration, SUNY Brockport, Brockport, NY
Bachelor of Arts Degree in English Education, Canisius College, Buffalo, NY

Additional Professional Development

GEAR UP Technical Assistance Series	**2006- 2009**
Grantsmanship Workshop	**2006**
Accuplacer Training Workshop	**2005**
College Board Admissions Workshop	**2003**
Seven Habits for Highly Effective Teens	**2002**
Building Success in the Classroom	**2002**
Test Taking Strategies	**2002**
Non-Traditional Career Choices	**2001**
GEAR UP grant writers workshop	**2000**
Strategies for Working with Urban Students	**2000**
Utilizing Project Based Learning in the Classroom	**2000**
Project Based Learning, Strategies and Assessments	**1999**
New York State Career Development Model	**1997**
Portfolio Assessment and the New Learning Standards	**1997**
Work Based Assessment Master Trainer Program	**1997**
Parent Coach for Odyssey of the Mind Project, Penfield School District	**1996-2003**
School-to-Work Awareness Train the Trainer Program	**1996**
School-to-Work Summer Institute on Project Based Learning	**1996**
External Diploma Assessor's Training	**1995**

CHRISTINE E. HILL
[redacted]
Rochester, New York 14620

CAREER HISTORY

2005 - 2009 – Director of Secondary Special Education and Program Management: Rochester City School District, Rochester, NY

- Responsible for the oversight and supervision of Committee on Special Education (CSE) staff and special education operations for secondary schools in the Rochester City School District.
- Facilitated the development and implementation of a revised continuum of services for students with disabilities. Designed the roles & responsibilities framework for general ed and special ed teachers for various special education service models.
- Supervised and evaluated CSE Administrators, Assistant Directors of Special Education and Special Education Training Resource Center.
- Provided on-going professional development to administrators and special education staff on the district's continuum of services and implementation of special education programs.
- Provided professional development to CSEs, Teacher Coordinators of Special Education and Coordinating Administrators of Special Education on topics such as writing effective IEPs, transition, annual reviews, compliance-related procedures, Testing Accommodations, Alternate Assessment, Behavior Intervention Plans and quality assurance reviews for programs.
- Developed and implemented a transition guidance manual w/a group of educators and a CSE implementation guidance manual.
- Conceptualized, implemented and supervised the North Star Program (alternative program for SWDs denied agency placement), redesigned and supervised the Work Experience Program and Autism Team
- Provided staffing and program implementation guidance for special education and general education administrators, teachers and paraprofessionals.

2004 -2005 - Program Director – Special Education Training Resource Center: Rochester City School District, Rochester, NY

- Worked collaboratively w/district-wide personnel, state-wide staff development projects and parents in a wide variety of training programs related to the education of students with disabilities.
- Provided technical assistance and training to district staff on issues related to special education.

2000-2004 - Academy Director/Student Achievement Coordinator: Charter School of Science and Technology, Rochester, NY, grades K-8 (9th grade – 2002)

- Facilitated the creation and implementation of the Student Achievement Plan.
- Managed the Curriculum Coordinators and Student Achievement Team.
- Facilitated the administration of all school wide testing.
- Routinely reviewed school wide assessments, benchmarks, Quarterly Learning Contracts, student portfolios. Charted student progress and shared w/staff, parents.
- Established an Alternative Education Program for grades 6-8.
- Supervised and evaluated staff to ensure quality instruction and student achievement.
- Participated in the screening and selection process for teachers and other school staff.
- Facilitated the creation of individual student profiles for students in grades K-8.
- Established and facilitated a Collaborative for Special Education for the Charter schools in Rochester.
- Planned and organized Staff Professional Development.
- Assisted in the writing and editing of the NCLB Title I and Title II grants.
- Utilized data diagnostically to support teacher's analysis of performance-theirs and students'.

1999-2000 - Acting Director of Due Process and Compliance, Special Instructional Services: Rochester City School District, Rochester, NY

- Managed the operations and supervision of 7 school age CSEs, 1 pre-school CSE, including the scheduling of CSE meetings, impartial hearings, annual reviews, re-evaluations.

- Supervised and provided professional development for CSE chairpersons, psychologists and parent representatives.
- Provided training for: Amendments to Part 200 of New York State's Commissioner's Regulations to Rochester City School District Principals, Committees on Special Education, Vice Principals, Special Education Administrators, Cadres and Superintendent's Cabinet.
- Liaison for Rochester City School District's Federal Consent Decrees for Special Education. Coordinated the renegotiation of Michael T. Consent Decree to align with new IDEA requirements for students with disabilities subject to discipline.
- Responded to requests and directives from New York State, Office of Civil Rights regarding issues pertaining to special education for RCSD (i.e. pupil data reports, disproportionality and budgetary issues).

1996-1999 - Vice-Principal: Thomas Jefferson Middle School, grades 6-8

- Chairperson of the Secondary Vice Principals Council for the Rochester City School District.
- Site Team Leader for Community Services and Supports - Led the planning, implementation and operation of the Family Wellness Center, an on-site collaborative with 12 community social and health agencies to provide more effective services for students and their families.
- Member of School Based Planning and District's Academic Standards & Assessment Policy Committee and the District's School Based Planning Steering Committee.
- Assisted in the development of the school's master schedule.
- Coordinated, supervised and evaluated the student support services staff of the school.
- Organized and facilitated the teacher interview process.

1994-1996 - House Administrator: Thomas Jefferson Middle School, grades 6-8 and English Language Learners from 14 different countries

- Supervised the Genesee River Valley Project and facilitated the expansion of the program to Power of Kids, collaboration with the Center at High Falls.
- Supervised Jefferson Express, an alternative program for 7th & 8th grade students.
- Supervised and evaluated 23 teachers and 5 non-teaching staff members.
- Facilitated transition from Middle School to High School. Grade 9 Orientation.
- Conducted weekly staff meetings and professional development.
- Organized and supervised all phases of discipline for students in grades 6-8.

1986-1994 - Coordinating Administrator and Department Head for Special Education: Thomas Jefferson Middle School and Josh Lofton High

- Facilitated the creation, development and implementation of an Inclusion Program for approximately 125 middle school students with disabilities.
- Maintained overall instructional and compliance responsibilities for the Special Education Department, students and staff.
- Supervised and evaluated 18 Special Education Teachers, 10 Paraprofessionals.
- Trained and supervised the school's diagnostic and evaluation team. Organized and monitored the completion of evaluations for students referred to the Committee on Special Education.

1984-1986 - Chairperson for Committee on Special Education: Rochester City School District, Central Offices, Rochester, NY

1973 – 1984 – Special Education Teacher & Teacher Coordinator for Special Education Teachers, grades 1-9

2000-2004 Charter School

Designed, implemented and provided administrative direction for a charter school with a group of educators from the Rochester area.

1994-1999 Professional Practice Site

Developed a Professional Practice Site for Special Education Teachers in collaboration with Nazareth and Geneseo colleges.

RODERICK GREEN
[redacted]
Penfield, NY 14526
[redacted]

EXPERIENCE:

Hillside Work Scholarship Connection, Rochester, NY

Executive Director, 2/08-present
Provide executive leadership for $.9.0 million dollar youth development organization serving the Rochester region. Lead all program operations with responsibilities in budgeting, strategic planning, and cultivation of new and strengthening of existing stakeholder relationships, performance management, service development and program innovation. Supervise senior leadership team consisting of 5 directors with general oversight of 100 staff. Accountable to President of HW-SC, with additional reporting relationships to Chief Operating Officer, Board of Directors for the provision of services to over 2,700 youth.

Director of Quality and Operations, 9/03 – 2/08
Manage all facilities, infrastructure systems, and quality improvement initiatives for the Rochester and Syracuse divisions. Supervise administrative and data management staff of 8. Develop, pilot and implement operational and program innovations that benefit all HW-SC staff and stakeholders. Assist and provide back-up coverage to the Executive Director in forecasting, budgeting , fund development; board development; staff training, strategic planning.

Accomplishments

- Selected by the Hillside Family of Agencies leadership team as an organizational change catalyst.
- Chair of core team of managers that developed organizations strategic measurement tool (Balanced Scorecard).
- Developed Personal Balanced Scorecards and Departmental dashboard performance metrics for all HW-SC positions.
- Designed and implemented new database "ETO" efforts toward outcomes which allowed organization to begin conversion to a data driven culture.
- Lead project manager to "TBG" The Bridgespan Group of consultants for organization business planning cycle which resulted in the development of 4 year multi-million dollar expansion plan.

Assistant Director, 9/01 – 09/03
Organized and managed all day-to-day operations for the youth advocate program serving 1,000 program participants in the Rochester and Syracuse City School Districts. Responsible for the supervision, training, development of 6 managers, 42 youth advocates, 3 clerical support staff. Provide oversight in areas of project management, enforcement of human resource policies, marketing, public relations, special event planning, facilities.

Accomplishments

- Administered operational aspects for a 4.8 million dollar program expansion - including the recruitment of 21 additional staff, expansion of space, procurement of equipment, and establishment of new vendors.
- Part of a team, which planned and implemented the annual gala, which raised over $160,000 in a two year period.
- Coordinated in conjunction with the Roland Williams Youth Lifeline Foundation, a six-week comprehensive financial literacy and leadership program for 25 inner-city youth.
- Served as the chief project manager to Center for Governmental Research (CGR) for a yearlong program and organization effectiveness review.

SUNY- Educational Opportunity Center, Rochester, NY

Adjunct Lecturer, 11/04-11/2009

Taught English Literacy to pre-General Education Diploma (GED) candidates. Served as faculty member for Academic Department; conducted Tests of Adult Basic Education Assessments TABE.

Lifetime Health, Rochester, NY

Greece Health Center Manager, 11/98-9/01

Developed on-going work plans to address operational projects. Promoted center growth through development of patient marketing, recruitment and retention strategies. Facilitated administrative issues for physicians, patients, staff, outside vendors. Assisted with the development of the yearly budget and monitored monthly variance reports. Oversaw the day-to-day operations of a staff of 30 physicians, nurses, clerical staff, X-ray techs, pharmacists, and phlebotomists at assigned Medical Center.

Accomplishments

- Successfully planned, coordinated, marketed, hosted 4 open houses which enhanced PR/outreach efforts between health center and the community it serves, resulting in 25 new patients joining the center.
- Increased total amount of member co-payment collections by 28% from 1998 to 1999, by implementing a rewards and recognition program for staff that exceeded monthly co-payment collection goals.
- Administered all operational aspects of the construction, design, marketing, public relations and supervision of a new 2 million dollar Health Center.

Westside Health Service, Rochester NY

Practice Manager, 1/96 – 10/98

Responsible for the hiring, supervision, orientation, and training of a department of 15. Coordinated schedules for 24 medical and dental providers. Served as spokesperson/recruitment representative at various health fairs, career days and community events. Managed day-to-day facility operations.

Accomplishments

- Reduced the number of patient cancellations by 50% in one year by developing a streamlined reporting system for submission of provider time-off requests.
- Part of a three-member committee that successfully restructured the Dental Department, resulting in a 20% increase in attainment of dental provider productivity goals.

EDUCATION:

Masters of Public Administration, 1995, SUNY College at Brockport, Brockport, NY

BA, Public Administration, 1993, North Carolina Central University, Durham, NC

COMMUNITY:

Leadership Rochester Graduate 2005

- Graduate of a year long development program that combined leadership training, networking and community education. Program linked business, civic and government leaders with participants to address challenges and opportunities facing the Greater Rochester region.

Leadership Rochester (Member, Board of Directors), 11/05-present

- Monitor Executive Directors performance; clarify mission and approve long range plans; promote and market awareness of program to community; provide financial oversight.

Rochester Business Journal 2010 Forty Under 40 award recipient.

Roderick Green is a native of Rochester, New York. Mr. Green is currently the Executive Director, Rochester Region at Hillside Work Scholarship Connection, a youth development and youth employment agency that services over 2,700 youth in the Rochester City School District. The organization provides youth employment training, academic support, one to one mentoring, and life and social skills training to at-risk urban youth. Prior to promotion to Executive Director in February 2008, Mr. Green spent 6 years as Director of Quality and Operations at Hillside Work Scholarship Connection and was responsible for management of all facilities, infrastructure systems, and quality improvement initiatives for the Rochester and Syracuse Regions. Mr. Green has held positions in healthcare as Practice Manager at Westside Health Services, and Operations Manager of the Greece Health Center, a multi-specialty health center under Blue Cross and Blue Shield of the Rochester area. Mr. Green received his Bachelors of Arts from North Carolina Central University in Durham, North Carolina and his Masters of Public Administration from SUNY Brockport. Mr. Green currently serves as Board member for Leadership Rochester, Board member for the Rochester Career Mentoring Charter School, and currently serves on the Rochester/Monroe County Youth Council. Mr. Green is passionate about youth and improving outcomes for youth in Greater Rochester. Mr. Green volunteers his time in several youth sports initiatives including: Youth Flag Football and Basketball coach for the Eastside YMCA, Flag Football coach for Penfield Recreation, Football Coach Penfield Youth Football, and Youth Bowling Coach at Empire Lanes. Mr. Green's personal motto is that " True success lies not in the final destination, but the journey that one takes along the way". Mr. Green is married to Stacey J. Green and has (4) children, Jaelyn, Roderick Jr., Nadia, and Jackson.

Jeannine Dingus-Eason, Ph. D.
Curriculum Vitae

Ralph C. Wilson, Jr. School of Education, St. John Fisher College
Executive Leadership Ed. D. Program
[redacted] Rochester, New York 14618
[redacted]

Current Position: Assistant Professor, Executive Leadership Ed. D. Program

Education

Ph. D. Curriculum & Instruction – August 2003
University of Washington, Seattle, Washington
Areas of Specialization: Curriculum and Instruction, Research on teachers/teacher education, African American Studies
Dissertation Title: "Let the Circle be Unbroken": Professional Socialization of Intergenerational African American Teachers
Dissertation Advisor: Dr. Geneva Gay (Curriculum Instruction/Multicultural Education)
Dissertation Committee Members:
Dr. Johnnella Butler (Ethnic Studies/English/Women's Studies)
Dr. Nancy Beadie (History of Education/Foundations)
Dr. Nathalie Gehrke (Curriculum & Instruction/Teacher Education)

M.S. Education – May 1994
University of Rochester, Rochester, New York
Specialization: Secondary English Education
Masters Project: Language Usage among African American Male Middle-School Students
Project Advisor: Dr. Warren Crichlow

B.A. English – May 1993
University of Rochester, Rochester, New York
Specialization: American and African American literature

Academic Awards & Honors

Social Context of Education Early Career Scholar & Research Fellow, American Educational Research Association, Division G, Social Context of Education, 2006 - 2009

The American Educational Research Association (AERA), founded in 1916, is the most prominent international professional society, with the primary goal of advancing educational research and its practical application. Its 25,000 membership is composed of researchers trained in a broad range of disciplines including education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science. Division G of AERA is charged with examining research pertaining to the social context of education. SCER Research Fellows were selected to engage in a 3-year study of how Division G has engaged in research on social context and how it has been defined over time.

Forty Under 40 Recognition – Rochester Democrat and Chronicle, 2008

Spencer Foundation/American Educational Research Association Pre-Dissertation Fellowship Award, 1999-2000

Teaching and Research Interests

African American teaching philosophies and pedagogies; recruitment and retention of teachers of color; culturally relevant pedagogy; the history of African American education; diversity-centered leadership; and qualitative methodology

Current Research Projects

"We were Pioneers in Urban Education": Rochester City School District's Project Unique African American Teacher Recruitment Initiative, 1966-1970, Principle Investigator – Historical case study of urban reform effort and African American intern recruitment in National Teacher Corps site

"Reaching Back, Lifting Up": Examination of Uplift Among Alumnae of Color and Students of Color in an Urban Catholic High School – Qualitative study examining the concept of uplift among alumnae of color and currently enrolled students of color at an urban Catholic school.

Teaching Certification

New York State Provisional Teaching Certificate, Secondary English
Arizona Standard Secondary Teaching Certificate, Secondary English
Washington State Initial Teaching Certificate, Secondary English

University and Collegiate Teaching Experience

September 2007 - Present
Assistant Professor
St. John Fisher College, Rochester, New York
Executive Leadership Ed. D. Program

Doctoral Level courses:
Research Methods and Design
Applied and Action Research
Leadership and Diversity
Field Experience (I & II)

July 2003 – July 2007
Assistant Professor
University of Rochester, Rochester, New York
Masters and Doctoral level courses:
Race, Class, Gender, and Disability in American Education
Teaching, Curriculum, and Change
Topics in Teaching and Schooling
Dissertation Proposal Writing Seminar
Advanced Doctoral Seminar: African American Pedagogies
Advanced Doctoral Seminar: Curriculum Theory

Winter 2003
Adjunct Instructor
Antioch University, Seattle, Washington
Taught foundations course, Schooling in America, to returning students in B.A. completion/certification program.

Selected Professional Appointments

Summer 2001
English Instructor, Upward Bound Program
South Seattle Community College, Seattle, Washington
English Instructor of grades 9-12 in Summer TRIO Program.

Summer 1997- Summer 1998
Masters Thesis Advisor/Instructor
Antioch University, Seattle Washington
Advisor to students in Masters completion research project.
Instructed supplementary research course.

Spring 1994- Spring 1997	*Secondary English Teacher*, Rochester City School District John Marshall High School, Rochester, New York Taught 10-11 grade English classes with multicultural literature emphasis. District pilot instructor of Pacesetter English (College Board), district-wide English/Social Studies curriculum development, School Quality Review Team member, and School Conflict Resolution Team member.
Summer 1995	*Study Skills Instructor*, University of Rochester Rochester, New York Taught Academic Strategies and Tactics course to incoming freshman students.
Summer 1994	*English Instructor*, University of Rochester Rochester, New York Instructed freshman students in credited Introduction to College Composition course.

Other Relevant Research & Programmatic Experiences

Fall 2000- Spring 2003	*Graduate Advisor*, University of Washington, Seattle Ronald E. McNair Achievement Program/Early Identification Program (EIP), University of Washington Office of Minority Affairs Planning and implementation of workshops, seminars, and advising sessions primarily for underrepresented and low-income/first-generation undergraduates seeking entry into graduate programs. Co-editor of the UW McNair Scholars Journal.
Fall 1999 – Spring 2000	*Graduate Research Assistant*, University of Washington, Seattle Transitions into Teaching Study Primary Investigators: Dr. Pamela Grossman & Dr. Sheila Valencia Research team member in longitudinal study of novice teachers. Conducted interviews, observations, coding, and research conference planning.

Summer 1999	*Grant Reviewer,* Seattle, Washington U. S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Program (GEAR-UP) Reviewed grant proposals for TRIO program.
Fall 1998 -Spring 1999	*Graduate Research Assistant,* University of Washington Oral Histories of Teachers: The Relationships between Life Histories of Supervising Teachers and their Conceptions of Good Teaching Primary Investigator: Nathalie Gehrke Research team member in collection of oral histories of supervising teachers. Conducted interviews, transcription, and analysis.
Fall 1997- Spring 1999	*Graduate Research Assistant,* University of Washington, Seattle - Center for Multicultural Education Responsible for assistance in Center activities, conferences, and research projects.

Publications

Edited Volumes

Dixson, A.D. & **Dingus, J.E.** (2006). Guest Editors. *Mid-Western Educational Research Journal, 19,* Spring 2006.

Book Chapters

Dingus, J. E. (2003). Making and breaking masks. In G. Gay (Ed.), *Becoming multicultural educators: Personal journey towards professional agency, pp. 91-115.* San Francisco: Jossey-Bass.

Dingus-Eason, J. (in press). "We were part of the plan": Southern Black Women's Experiences as Northern National Teacher Corps Interns, 1965-1971. Johnson, K.A. & Pitre, A. (Eds.), *African American Women Educators: A Critical Examination of Their Pedagogies, Educational Ideas, and Activism from the Nineteenth to the Mid-twentieth Century.*

Journal Articles

Dingus, J. E. (2008). "Our family business was Education": Professional socialization among intergenerational African American teaching families. *International Journal of Qualitative Studies in Education,* 21, 605–626.

Dixson, A. D. & **Dingus, J. E.** (2008). "In search of our mothers' garden: Black women teachers and professional socialization. *Teachers College Record, 110*, 805-837.

Dingus, J.E. (2008). Learning the trade: Black women educators mentoring for change. *Urban Education, 43,* 361 - 377.

Dixson, A. D. & **Dingus, J. E.** (2007). Tyranny of the Majority: Re-enfranchisement of African American Teacher Educators in Teaching for Democracy. *International Journal of Qualitative Studies in Education, 20,* 639-654.

Hill-Brisbane, D. & **Dingus, J.E.** (2007). Black women teacher educators: Creating enduring Afriographies as leaders and change makers. *Advancing Women in Leadership, Online Journal, Special Issue on Black Women Educators Becoming and Being Leaders.*

Dingus, J. (2006). Community reciprocity in the work of African American teachers. *Teaching Education, 17,* 195-206.

Dingus, J.E. (2006). "Doing the Best We Could": African American Teachers' counterstory on school desegregation. *The Urban Review, 38,* 211-233.

Dixson, A. D. & **Dingus, J. E.** (2006). Personal investments, professional gains: Strategies of African American women teacher educators. *Mid-Western Educational Research Journal, 19,* 36-40.

Manuscripts Under Review

Dingus-Eason, J. & Miller Smith, A. (under review). "What does a diversity-centered leader need to know, do, and be?": Teaching diversity for leadership. Monograph submission to The Diversity Caucus of the Teacher Education Division of the Council for Exceptional Children.

Research Reports

Gay, G., **Dingus, J. E.,** & Jackson, C. W. (2003, March). The presence and performance of teachers of color in the profession (a monograph). Washington, D.C.: Community Teachers Institute.

Other Scholarly Publications

Dingus, J.E. (2009). Black female teachers, Invited Contributor, *SAGE Encyclopedia of African American Education.*

Selected Conference Presentations

B. Rogers, J. Dingus, & T. Collins (April 2010). "In Search of Quality: The Contested Terrain of Teacher Recruitment in Post-World War II Urban America. American Educational Research Association Conference, Denver.

J. Dingus (April 2009). "We were pioneers in urban ed.": Researching the Experiences of Black National Teacher Corps Interns. American Educational Research Association Conference, San Diego, California.

J. Dingus & A. Dixson (April 2008). Tyranny of the Majority: Re-enfranchisement of African American Teacher Educators Teaching for Democracy. American Educational Research Association Conference, New York, New York.

J. Dingus (April 2007). I am Learning the Trade: Mentoring Networks of African American Women Teachers. American Educational Research Association Conference, Chicago, Illinois.

J. Dingus (April 2006). Black Teachers and School Desegregation: Balancing Grand Narratives with Personal Memory. American Educational Research Association Conference, San Francisco, California.

J. Dingus (April 2006). Session Discussant. Perceptions of Gender: A View from Students and Teachers. American Educational Research Association Conference, San Francisco, California.

J. Dingus & B. Bryant (November 2005). "A Talk to Teachers: African American Student Constructs of Care. National Association for Multicultural Education Conference, Atlanta.

J. Dingus (April 2005). Community Reciprocity in the Work of African American Teachers. American Educational Research Association Conference, Montreal, Canada.

J. Dingus (April 2005). The Family Business of Education: Professional Socialization of Intergenerational Teachers. American Educational Research Association Conference, Montreal, Canada.

S. Biklen, J. Dingus, A. Dixson, & L. Smulyan (April 2004). Why Teach? Gender, and the Context in the (Re)Construction of Self and Teaching. American Educational Research Association Conference, San Diego.

J. Dingus, A. Dixson, & D. Hill (June, 2004). Theorizing the Experiences and Pedagogy of Black Women Educators. National Women's Studies Association Annual Conference, Milwaukee.

J. Dingus & A. Dixson (2002). The Unbroken Circle: Perspectives on Teaching from Three Generations of African American Women. Research on Women in Education, American Education Research Association Special Interest Group Conference, Xavier University, New Orleans.

J. Dingus, P. Espiritu, G. Gay, K. Kirkland, T. Hacket, & A. Gray (2002). Invited Workshop Presenter, Becoming Multicultural Educators: Workshop. Winter Roundtable, Teachers College, Columbia University, New York.

J. Dingus, P. Espiritu, G. Gay, C. W. Jackson, & K. Kirkland (2001). Journeys Toward Multicultural Education Competence. National Association for Multicultural Education Conference, Las Vegas.

J. Dingus (1999). Explorations of Deepening Understandings of Teaching Through Oral History Apprentice Teacher Educators' Perspective: Lessons Learned, Lessons Gained Through an Oral History Collection. American Education Research Association Conference, Montreal, Canada.

Talks

J. Dingus (April, 2005). Intergenerational research on African American women teachers. Susan B. Anthony Institute on Women and Gender Studies.

Workshops

J. Dingus (October, 2004). The real deal in the college admissions process: Writing and preparing college essays. Urban League Black Scholars Program, Student/parent workshop.

Grant Writing Experience

Summer – Fall 2002	Ronald E. McNair Achievement Program, University of Washington, Grant writing team member on $1.5 million federal grant renewal.
Spring 2005	Presbytery of Genesee Valley, The Sistahs of TEPC, $1,000

Program and Curriculum Review Experience

Social Sciences and Humanities Research Council of Canada (2008)
National Council for Accreditation of Teacher Education (2005) – Reading First Teacher Education Network site report evaluator
U.S. Department of Education (2005) - Selected Reviewer, Native Alaskan and Hawaiian Educational Grants Program
New York State Slavery Social Studies Curriculum (2004) - reviewer
New York State Teacher Certification Examination (NYSTCE) (2003) – Reviewer and content advisory committee member, English

Professional Service and Memberships

Professional Association Leadership Positions

- Research Focus on Black Education, AERA Special Interest Group
  - Program Chair, 2007 - present
- AERA Division K, Teaching & Teacher Education, Section 5, Co-Program Chair
- Research Focus on Black Education, Dr. Barbara J. Sizemore Scholarship Award, Co-Chair

Professional Association Memberships

- American Educational Research Association – member, 1998 - present
  - Division K, member and reviewer
  - Division G, member and reviewer
  - Research Focus on Black Education, member
  - Research on Women in Education SIG – Member, 2001-2002
  - Lives of Teachers SIG - Member
- National Association of Black Women in Higher Education
  - Rochester Chapter, Charter Member, 2006
- National Black Graduate Student Association – Member, 1999 - 2001
  - Black Graduate and Professional Student Association at the University of Washington – Founding committee member, 2000
- National Council of Teachers of English Assembly for Research – member, 1998-2000

National Association of Multicultural Educators, member, 2001-present

Editorial Board Membership

Educational Foundations, Reviewer & Editorial Board Member, 2005 – present

Journal Reviewer

Equity & Excellence in Education, 2007 - present
Urban Education, Reviewer, 2007 – present
Teaching Education, Reviewer, 2008 - present
Pedagogies: An International Journal, 2006 – present
Journal of Teacher Education, Reviewer, 2006 - present
Educational Researcher, Guest reviewer, 2005
Journal of Negro Education, Reviewer, 2002 – present

College/University Related Service and Affiliations

St. John Fisher College

Library Committee, Education Faculty Representative
Deans Committee on Adult Completion Program, Co-chair
Center for Urban Community and Education, Project BUILD Committee member
Candidate Advisement and Services Advisory Board, member, 2008- present

Warner School Admissions Financial Aid Committee, Teaching and Curriculum Faculty Representative, 2004 – 2007
Dean's Course Evaluation Task Force, 2007
Larson Teaching Award Committee, 2005 - 2007
Susan B. Anthony Institute Faculty Associate, 2004 - 2007

Secondary Education Outreach

School Without Walls, 9th Grade & Senior Portfolio Reviewer, 2006-present
Global Media Arts High School @ Franklin, Senior Project Reviewer and Participant, 2005 – 2007

Organizations

Rochester Career Mentoring Charter School (Proposed secondary charter), Board of Trustees, President
Rochester Educational Foundation, Board of Directors, Secretary (2005 2006), Member, Recognition Awards Committee member, 2005 - present
Rochester Running Rebels Track Club, Business Manager

Artrie M. Turner Women's Missionary Society, Baber A.M.E. Church, 2nd Vice President
Greater Rochester Professionals of Color, Member
Delta Sigma Theta Sorority, Inc.
Bellevue Alumnae Chapter, Treasurer & Social Action committee member, 1997 – 2003
Rochester Alumnae Chapter, member and Social Action, and Arts and Letters Committees (2003 – 2007)
Urban League of Rochester – Black Scholars Program Alumnae, 2004-present
The Sistahs of TEPC Young Womens' Group – Co-founder, 2005
Sisterhood, University of Washington – Graduate Advisor, 2002 – 2003
American Diabetes Association of Seattle, African American Coalition Member, 1998-2002
Rochester Step-Off Committee – Founding Committee Member, Show Logistics Coordinator, Research and Data Committee, 1994 – 1997

Doctoral Student Advisement & Status

St. John Fisher College

Narlene Ragans, Dissertation Committee Member, Completed August, 2008
Melody Cofield, Dissertation Chair, Completed August, 2009
Concetta Leach, Dissertation Chair, Completed November 2009
Michelle Walczak-Corsi, Dissertation Chair, Completed January 2010
Jerome Watts, Dissertation Chair, Completed January 2010
Sherri Armstrong, Dissertation Chair
Nicolle Crocker, Dissertation Chair
Tonja Williams, Dissertation Chair
Christopher Hinesley, Dissertation Chair
Kimberly McKinsey-Mabry, Dissertation Chair
Paul Miller, Dissertation Chair
Leslie Smith, Dissertation Chair
Mary Karol Matchett, Dissertation Chair
Mary Anne Peabody, Dissertation Chair

Marci Miller
[redacted]
Rochester, NY 14616
[redacted]

EDUCATION

1994 - 1996: University of Miami
Coral Gables, Florida
Masters of Business Administration; dual concentration in marketing and finance

1986-1990: SUNY at Albany
Albany, New York
Bachelors of Art; major in mathematics / minor in English

EXPERIENCE

March 2008 – Present: Rochester Regional Vice President
Associated Builders and Contractors, Inc. (ABC, Inc.)
Sole staff that runs the Rochester Region of ABC, Inc: Responsible for membership services, retention and growth of this membership organization that is comprised of all non-union contractors, sub-contractors and related suppliers. Handles setting up all programming, safety training and apprentice classes for the Rochester area. Runs all member board and sub committee (government affairs, education, membership & marketing) meetings and is responsible for being up to date and communicating current legislative activity, the potential and actual impact to members and to advise on compliance.

September 2007 – March 2008: Live For Laughter, LLC – Sales and Marketing Consulting (self employed)
Solicitation of new accounts on an ongoing basis to be retained for varied sales and marketing efforts within a variety of fields. To date, have trained sales staff as well as performed sales efforts for several companies including computerizing efforts, developing marketing strategy and preparing training guides for subsequent staff.

October 2006 – September 2007: Director of Sales & Marketing
Intercontinental Hotels Group
Monitor existing accounts and grow new convention business to increase room and catering revenue. Oversee and guide sales staff to develop and implement all marketing strategy and sales efforts for the 148 room property with approximately 9000 square feet of function space. Compile and send all weekly and monthly reports to the corporate office for myself & staff. Forecast revenues and adjust strategy as deemed fit.

January 2006 – October 2006: Pet Containment Specialist
Invisible Fence of Upstate New York, Rochester, New York
As a result of client "call ins" coupled with individual lead generation, to meet with the client at their home, evaluate the pet to determine if he is a good fit for the product, designing a customized solution for the situation and compiling the estimate. Responsible for maintaining an average selling price, percentage of cost of goods and closing rate and continuing to maintain growth in these areas.

May 2003 - Nov 2005: Area Director of Sales
The Wellesley Inns, Rochester, New York
Maintain and grow existing accounts and target new market segments to increase room nights and in turn revenue via mostly self lead generation. Develop and implement all local marketing strategy and sales efforts for the two local properties and four out of area hotels.. Compile and send all weekly and monthly reports to the corporate office.

February 2003 - January 2005: Owner, Events by Design, Rochester, New York
Offer event planning services to clients in need. Duties are customized to the client, however include venue selection, vendor research and management and execution the day of the event.

August 1997 - February 2003: Catering Sales Manger

- Rochester Riverside Convention Center, Rochester, New York
- Radisson Deauville Resort, Miami Beach, Florida
- Sheraton Bal Harbour Beach Resort, Bal Harbour, Florida
- Morton's of Chicago, Miami, Florida

Prospect new accounts in the social, corporate and convention arenas. Arrange all aspects of the event details and communicate internally to all affected departments. Prospect new business sources. Track and report paced and actual revenues. Develop forecasts and marketing plans on a regular basis. Formulate strategic partnerships in the community to increase marketing efforts. Apply market repositioning strategy when needed to source new client base opportunities.

COMPUTER SKILLS

All Microsoft programs (Word, Excel, PowerPoint, Outlook), WordPerfect and Lotus
Contact / Reservation Management Systems: CC Breeze, Delphi and ACT!
Publishing Software: Print master Gold and Deluxe and Print shop

PROFESSIONAL MEMBERSHIPS

Webster Chamber of Commerce
Webster Kiwanis Club / Finger Lakes Chapter
National Association of Women in Construction

National Council for Jewish Women
Spring 2002 - 2003: General Board Member
Spring 2003 - 2004: Vice President of Community Services
Spring 2004 - 2005: Vice President of Ways and Means (fundraising)
Spring 2005 - present: General Board Member
Hospitality Sales and Marketing International - Goldcoast Chapter (Miami)
1996 - 2000: General Board Member
2000 - 2001: Chapter President
Meeting Professionals International - Miami Chapter
1996 - 2001: General Member

VOLUNTEER INVOLVEMENT

Co-Chairwoman of Webster Comfort Care Annual Gala
Committee Member of GRASP for annual fundraising dinner

Attachment 8

Board Assurance Forms

Form 3: Statement of Assurances

I, Eugenio Cotto, Jr. (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.

Eugenio Cotto Jr

Signature

December 2, 2010
Date

Form 3: Statement of Assurances

I, Constance D. Felder (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

10-4-10
Date

Form 3: Statement of Assurances

I, ___Kevin McCormick_____(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.

_____ _____11/10/2010_____

Signature Date

Form 3: Statement of Assurances

I, __Ellen A. Tomasso__(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.

Ellen A. Tomasso — March 29, 2011

Signature — Date

Form 3: Statement of Assurances

I, ___Dianne Spang_____(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.

Dianne Lynn Spang
Signature

January 13, 2011
Date

Form 3: Statement of Assurances

I, Christine Hill Christine Hill (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.

Christine Hill
Signature

January 20, 2011
Date

Form 3: Statement of Assurances

I, **Roderick E. Green** 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

3/11/11

Date

Form 3: Statement of Assurances

I, Jennifer Dingus-Eason (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.

Jennifer L. Dingus-Eason March 3, 2011

Signature Date

Attachment 9

Requests for Information from Prospective Charter School Board Members

Form 4: Request for Information from Prospective Charter School Board Members

Name: Mr. Eugenio Cotto, Jr.
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted]

Rochester, New York 14621

Personal E-Mail/Fax: [redacted]

Business Address: [redacted]

[redacted]

Business E-Mail/Fax: [redacted]

Charter School Name: Rochester Career Mentoring Charter School

Charter School Address: N/A

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Community Relations

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

4. Please explain why you wish to serve on the board.

   The charter school will serve the 14621 Zip Code area which has a high dropout rate and it has pockets of social economic distress.

5. 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):

6. 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).

   Felony DWI, Rochester New York 1994. Severed time, paid fines and driving privileges were restored in 1995.

   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.

    A. To educate the academically challenged 9-12 graders in the 14621 zip code area in the City of Rochester where dropout rates are around 54% especially in the students of color.

18. Please explain your understanding of the educational program of the charter school.

    A. The educational program will focus on discipline, graduation rates, higher educational advancement and career preparedness.

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. Safe schools, discipline orientated, focus on career development and higher education.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

A. Assure that community youth have equal access to good educational programs with mentorships that will aide in their continued academic preparedness for their futures.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

    A. Yes

22. Please provide any other information that you feel is pertinent to the Department's review.

    A. Have to think out of the box to educate our kids. Create a viable community school where the majority of the participants are from the local neighborhood.

Form 4: Request for Information from Prospective Charter School Board Members

Name: Constance D. Felder
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted], Rochester, NY 14612

Personal E-Mail/Fax: N/A

Business Address: [redacted]

Business E-Mail/Fax: [redacted]

Charter School Name: Career Mentoring Charter School

Charter School Address: To be determined

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 of Directors, General position

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Dennis Francione approached RochesterWorks, Inc. (RWI) regarding our interest in becoming involved in the Rochester Career Mentoring Charter School. As Deputy Director, I felt the mission of this new school was consistent with RWI's mission as a workforce development agency and my personal educational philosophy.

RWI is a 501(c)(3) non-profit that serves as fiscal agent, system administrator and one stop system operator for the funds that Monroe County receives for workforce development. The County of Monroe contracts with RWI to administer programs authorized by the Workforce Investment Act of 1998, Trade Adjustment Act and most recently, ARRA. In addition, RWI receives TANF funds for summer youth employment programs.

4. Please explain why you wish to serve on the board.

Ensuring that we have a talent pipeline of skilled workers is critical to maintaining our region's competitiveness. The Rochester City school system continues to produce poor graduation rates. Alternative education options must be afforded to inner city youth. The proposed charter school, with a focus on building critical workplace foundation skills and career development/exploration, is consistent with the workforce development strategies of RochesterWorks! and my personal educational philosophy.

5. 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):

In my current position as Deputy Director of RochesterWorks, Inc., I serve as staff to the Workforce Investment Board. I have over 10 years experience managing this board of 30+ members with representatives from business, education, government and community based organizations. I also prepare the agendas, facilitate meeting discussions and coordinate projects for several committees of this board. In addition, I have served on various advisory

groups and taskforces including the Finger Lakes Manufacturing Council, the United Way Community of Caring (Homeless) Committee, a Finger Lakes Community College Advisory Board, and the Public Transit/Human Services Transportation Planning Committee.

6. 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 report it in writing to the Chair and the NYS Department of Education. (There should be a written policy regarding the reporting of abuse and fraud that includes specific contact information.)

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The Rochester Career Mentoring Charter School will use a blended instructional approach to engage 9th through 12th grade students from diverse backgrounds in career exploration, college preparation and academic foundations skills which will result in all participants graduating with a Regents diploma and the skills needed to pursue a degree in higher education or begin their careers in society.

18. Please explain your understanding of the educational program of the charter school.

The instructional program is based on the NYS Regents curriculum and the career and college readiness New York State Learning Standards and is characterized by the following values and processes:

- High academic expectations including job readiness skills
- A student-centered learning culture where diversity and cultural differences are embraced
- Teachers who are trained as advisors and career mentors and come to know and support the unique gifts of the student; who work with the student and educational team to develop individualized learning plans
- Project-based learning with real-world and work-based opportunities for students to learn, synthesize and contextualize knowledge – important for the development of critical thinking skills and life skills.
- Career internships in students' junior and senior years
- Enrichment blocks affording one-to-one tutoring opportunities as needed

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.

I have not been a school board member before but, according to the National School Boards Association, there are eight action components upon which school boards must function. They are "vision, standards, assessment, accountability, alignment, climate, collaboration and community engagement, and continuous improvement." They are very interrelated but I think we need to address these areas in this order in the early stages to be successful.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

Board members should be visionary community leaders with passion and high expectations for the success of their students in society. Board members are responsible for building a system that creates an environment which optimizes a student's ability to actively learn about themselves and the world around them, both past and present. This becomes the foundation for their thirst for life long learning and growth and ultimately their ability to achieve their highest potential in life. Towards this end, board members are conveners, collaborators, and relationship builders, encouraging and facilitating family and community engagement. Board members work with family and community to create and articulate the vision; establish standards, goals and outcomes; develop the implementation plan; monitor and assess progress; and champion change to improve quality and outcomes. Lastly, board members have a fiscal responsibility to ensure that limited public funds are being utilized appropriately and to the maximum benefit of their students and the community.

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 application, by-laws and policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Form 4: Request for Information from Prospective Charter School Board Members

Name: _____Kevin McCormick_____
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted] Scottsville NY 14546

Personal E-Mail/Fax: [redacted]

Business Address: [redacted]

Business E-Mail/Fax: [redacted]

Charter School Name: Rochester Career Mentoring Charter School (CMCS)

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Vice-president and Finance subcommittee

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. [x] 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. [x] I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Dennis Francione, Founder of the school, approach me about starting a charter school in Rochester over three years ago and joining him in developing a school within the city of Rochester. I have known Dennis for almost 10 years and I love his passion for education and helping the students in Rochester success.

4. Please explain why you wish to serve on the board.

   As a senior manager of a local company in Rochester I know that the students of Rochester are not prepared for today's work force. We have hired many former students only to terminate their employment because of basic skill were missing.

5. 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.

[x] This does not apply to me. [ ] Yes. (Include description here):

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony 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 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.
   [ ] I / we do not know any such persons. [x] Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

   - *Dianne Spang: director of K-12 Program, Rochester Institute of Technology*
     Dianne and I were members of the Franklin High School (RSCD)
     Global Media Arts Academy – Design Committee Rochester NY (2001-2002)

   - *Dennis Francione Chief Executive Officer, Rochester Career Mentoring Charter School*
     Dennis and I were members of the Franklin High School (RSCD)
     Global Media Arts Academy – Design Committee Rochester NY (2001-2002)

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.
[x] 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.
[x] 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.
[x] 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. [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.

I would turn over any and all information I gathered to the complaint and Ethics Review Committee and request that the committee review the forwarded materials, conduct a separate review of the matter, and recommend to the full board what actions it believes the body should take against the member under scrutiny, including his/her removal if such action appears warranted.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

Rochester Career Mentoring Charter School's (RCMCS) mission is to become a model secondary education program offering racially/ethnically, linguistically, and diverse urban students a small personalized 9th through 12th grade high school experience focused on career exploration, selection, preparation and advancement. The school approach will infuse the career and college readiness New York State Core Standards into a rigorous academic instructional program based on the New York State Regents curriculum.

18. Please explain your understanding of the educational program of the charter school.

Rochester Career Mentoring Charter School students will succeed academically and socially with a strong teacher advisory program, an instructional hands-on approach to learning, business and community mentoring connections, and an internship program that augments each student's career interest. We will develop the educational program around project base learning principles

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.

There is two parts to this question the first is the academically. We must meet or exceed the minimum requirements of NYS Regents assessments. Also meet or exceed all other goals that have been identity in this application, attendance, graduation, and etc.

The second part is the school must also be finically sound. We must meet all legal and finical obligations.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

The BOT must be educated in understanding all the reporting requirements and ask questions if they need clarification of any issue. The BOT must attend all the required meeting and stay active in the daily function of the school. IF questions arise then they must ask the correct resource to get a better understand of the issues.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes I have, and in some cases I help or coauthor, draft and approved the policies.

22. Please provide any other information that you feel is pertinent to the Department's

review.

Request for Information from Prospective Charter School Board Members

Name: Ellen A. Tomasso, Esq.

Daytime Telephone: [redacted]

Address: [redacted] Rochester, NY 14610

PersonalE-Mail/Fax: [redacted]

Business Address: [redacted]

BusinessE-Mail/Fax: [redacted]

Charter School Name: Rochester Career Mentoring Charter School

Charter School Address: City of Rochester

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

voting member of board

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. X☐ 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. X ☐ I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Dennis Francione*

4. Please explain why you wish to serve on the board. *I am an attorney who lives in the City of Rochester whose children have gone to alternative schools*

5. 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. X☐ Yes. *Both my children have had IEPs and attended alternative schools.*

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   X☐ This does not apply to me. ☐ Yes.

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.

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.

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:

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.
X☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

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.
X☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

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.
X☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

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. *Privately, I would approach other members of the Board to discuss a reasonable strategy for raising the topic at a meeting.*

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The main purpose of the school is to foster the individual student's strengths and interests, while at the same time, help them meet NYS standards and graduate high school.

18. Please explain your understanding of the educational program of the charter school.
Flexible and holistic cross-content approach to meet NYS standards.

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 school needs a very clear mission as to what it is attempting to accomplish that sets it apart from a traditional school. One of the most important responsibilities of our charter school will be the training of the teacher-advisors and those providing internships to our students. Our Board of Trustees will be involved in all information regarding this training and visiting the internship sites.*

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. As a trustee of the CMCS Board, I am accepting a public trust to help at-risk students in the City of Rochester graduate from high school and become productive members of our society.

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.*

22. Please provide any other information that you feel is pertinent to the Department's review.

Form 4: Request for Information from Prospective Charter School Board Members

Name: Ms. Dianne Spang
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted] Macedon, NY 14502

Personal E-Mail/Fax: [redacted]

Business Address: [redacted]

Business E-Mail/Fax: [redacted]

Charter School Name: Rochester Career Mentoring Charter School

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Higher Education Representative

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. [X] 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. [X] I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   I have been affiliated with the Founder, Dennis Francione, for over ten years and collaborated with him on grant funded programs such as GEAR UP and Middle College (an accelerated academic college readiness program). Additionally, I served on the design team for the Global Media Arts Academy, where Mr. Francione served as school principal. This school was a Model Small School in partnership with the Bill and Melinda Gates Foundation.

4. Please explain why you wish to serve on the board.

   I wish to serve on this board to assist with the design and implementation of a secondary high school that will produce competent high school graduates who have acquired skills that will prepare them for success in college.

5. 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. [X] This does not apply to me. [ ] Yes. (Include description here):

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony 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 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.
    [X] 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.
    [X] 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.
☒ 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.

As a board member, should I become aware of such activity by one or several board members, I would bring that information to all members of the board to present a case to remove that member (or members) from the board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

My understanding of the mission of the Rochester Career Mentoring Charter School is that it will provide an learning environment in which all students are able to achieve academic excellence to acquire a New York State Regents Diploma, explore career fields of interest to determine a future career path, acquire the habits and behavior necessary to succeed in college as well as the future workforce and have the resource of caring adults who help to guide the student through their learning experiences.

18. Please explain your understanding of the educational program of the charter school.

My understanding of the educational program for this school is that the curriculum will be rigorous, so as to prepare for college, project based, so as to be authentic and applicable and individualized, so as to meet the needs of each student enrolled.

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.

I think a successful charter school is one where the board members are selected with specific roles to play attribute to bring to the development of the school. The board members should be a true resource to the school and provide connections to the community. I believe that the board should take the following steps to ensure a successful school:

- Gain understanding of rigorous curriculum and its connection to student success towards a New York State Regents Diploma
- Develop job descriptions for key school positions that reflect the mission of the school
- Recruit, interview and select key school personnel who will uphold and implement the mission of the school
- Monitor progress of the school through reports by the principal and other key school personnel
- Be actively involved in school activities and aware of challenges that may arise in implementing the curriculum
- Engage in problem solving sessions with school personnel, students and parents to ensure program quality
- Participate in evaluation activities to ensure continuous improvement of the school.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

My understanding of the role of a public charter school board member is that the person should have an on-going and update understanding of New York State graduation requirements, school governance rules and innovative approaches to improve instruction. The person should serve as a representative of the school to the community and should advocate on behalf of the school. The person should actively seek out opportunities to provide resources to the school through their own area of expertise; corporate, collegiate or community connections.

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 do 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.

I feel that the approval of this charter school would provide a much needed option for students who live in the City of Rochester. The school will provide a level of career exploration and guidance not currently available in public schools within Rochester. Additionally, the foci on rigorous academics and a college going culture provided by this charter school will provide an environment in which students have a higher likelihood of success. The various organizations that participate on this board of trustees all have a vested interest in helping high school students to graduate from high school and successfully complete the collegiate program of their choosing. They are all committed to helping students to ultimately become educated, contributing and active members of the Rochester< New York community.

Form 4: Request for Information from Prospective Charter School Board Members

Name: Christine Hill
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted] Rochester, New York 14620

PersonalE-Mail/Fax:
[redacted]

Business Address:

Business E-Mail/Fax:

Charter School Name: Career Mentoring Charter School

Charter School Address: TBA

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. X 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. X I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The Charter School's founder, Dennis Francione

4. Please explain why you wish to serve on the board. I am committed to the philosophy, vision and mission of the proposed Career Mentoring Charter School. I would like the opportunity to support and advance the development, approval and implementation of the Career Mentoring Charter School. Also, I believe the CMCS will provide an outstanding option for our students attending Rochester City Schools.

5. 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. X This does not apply to me. ☐ Yes. (Include description here):

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony 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 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.
   ☐ I / we do not know any such persons. X Yes.
   If your answer is yes, please indicate the precise nature of your relationship here: My brother, Larry Hill serves on the Board of Directors. I would recuse myself from any action that could be construed as a conflict of interest.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
   x 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.
    XNo. ☐ 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. I would bring the matter to attention of the Trustees and request that the matter be investigated by counsel and a committee appointed by the board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The Rochester Career Mentoring Charter School's (CMCS) mission is a model secondary school offering a community of diverse learners in the City of Rochester a small personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school's project-based learning approach will infuse the career and college readiness New York State Learning Standards into an academic instructional program based on the New York State Regents curriculum. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

18. Please explain your understanding of the educational program of the charter school.
Our charter school will use the Rochester City School District curriculum framework as the foundation of our school pedagogy and will enhance it by offering a student-centered environment with project-based learning and career exploration and internship program as its core. Utilizing a project based learning model, students will build and develop academic skills through student-driven projects across the curriculum. Interdisciplinary projects will also allow students to develop critical thinking skills, as they bridge academic knowledge with real-world problems Our students will be assessed in each of the core academic skill areas by a combination of ongoing class work, projects, portfolios, and Regents testing. Our assessments will be aligned to curriculum and the New York State Learning Standards.

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.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A board member should abide by the charter, oversee financial management, operations and the director , monitor academic progress. Serve on committees as needed and active involvement in the school community. Behave in an ethical and effective manner and make the necessary and appropriate change to ensure success of the school in accordance with the school's charter.

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 Career Mentoring Charter School's application

22. Please provide any other information that you feel is pertinent to the Department's review.

Form 4: Request for Information from Prospective Charter School Board Members

Name: __Roderick E. Green
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted] Penfield, NY 14526

Personal E-Mail/Fax: [redacted]

Business Address: [redacted]

Business E-Mail/Fax: [redacted]

Charter School Name: Rochester Career Mentoring Charter School

Charter School Address: TBD

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 of Trustee, (Finance, Governance, Personnel Committees

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. x 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. X☐ I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **As Executive Director of a local youth development organization, I worked collaboratively with the Founding CEO, Dennis Francione, while he was the lead principal at the Franklin High School of Global and Media Arts. My organization provided school based youth advocates to work with students at the high school that were deemed at risk for dropping out of high school. The school based youth advocates provided 1:1 mentoring, life and social skills training, youth employment training, and post-secondary preparation planning and support. I became aware of the opportunity to join the planning team through our employer partner Wegmans Food Market, as a store representative who was on the planning team indicated that they were in search of additional expertise in the areas of not for profit management, youth development, and community engagement. I became re-acquainted with Mr. Francione about 1 and ½ years ago and was invited to join the planning team.**

4. Please explain why you wish to serve on the board. **As a life-long resident of the Rochester NY region, I am passionate about helping educate our next generation of leaders. The goal for all students in our community should be that they graduate from high school with the necessary skills to be career or college ready. There is a national crisis with respect to the high drop out rate of students in many urban districts. As evidenced by the Rochester City School District whose 2006 9th grade cohort graduated at the 50%. Unless public schools can improve graduation rates the community will continue to suffer negative consequences and students will not be able to compete in the larger global economy. Innovative solutions are needed to improve the graduation rate and the current state of Rochester City School is in need of a major overhaul. Unfortunately, children in the Rochester City can't afford to wait while the school district right sizes. For the past 10 years I have led an organization that has worked within the City School District, we have consistently graduated similar RCSD students at 15 to 25 percentage points higher, connected over 2,000 students to the world of work and assisted 1,000 students in enrolling in college or vocational school. It has been my experience that if you start with the child in mind 1st, surround that child with caring adults committed to building enduring relationships, and providing and opportunity for social and emotional development, and instill hope, these children will flourish. As a board of trustee member I will hold myself, fellow board members, and charter school personnel accountable for educating all students.**

5. 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. X Yes. (Include description here): **I currently serve on several community boards including: Leadership Rochester, Inc., Monroe County/Rochester Youth Council, Mind Body Soul of Rochester. Most of my current and past board experience is related to youth development, education, employment, and community development.**

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony 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 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.
   ☐ I / we do not know any such persons. X☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:
   Currently, know all members of our Charter School Planning Team
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: Former professional colleagues that I have known through the RCSD have joined some local charter schools.

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.
X☐ 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.
X☐ 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.
☐ None. X☐ Yes: **There have been discussion with the planning team that if the**

charter is approved, the school would look to implement the Hillside Work Scholarship Connection youth advocacy model in year 1 or 2. I would abstain from voting on any contractual or service matters related to HW-SC.

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. **A thorough investigation of all of the facts of case would need to be undertaken by the governance and professional ethics committee. The charter by-laws would then be reviewed to determine if an infraction was committed, the information would then be brought before the full board. If it is determined the accusations are founded then the Board would take appropriate action up to and including termination of the Board member.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The Rochester Career Mentoring Charter Schools mission is to offer a diverse community of learners in the Rochester City School District grades 9-12 a personalized and integrated approach to learning and achievement. All students will graduate with a regent diploma, and through career exploration, college preparation, and rigorous academic standards, gain the necessary skills to be college or career ready, to compete successfully in the new global economy.

18. Please explain your understanding of the educational program of the charter school.

The Charter School incorporates key design elements that will make the school successful including: **Personalization**- Individual Learning Plans will be tailored to a variety of student academic needs, learning styles, and career interests. **Wrap Around Advisement**- Students will be paired with teacher advisors in a 1 to 14 ratio configuration so that focus attention is paid to all students. The school will also have the ability to extend the school day and capitalize on expeditionary learning opportunities outside of the classroom setting. **Teachers as Curriculum Designers**- Utilizing a project-based learning model, teachers will build and develop the academic skills of learners through student lead projects across the curriculum. **Career Internships**- Starting at grade 9 and continuing in grade 10 all students will engage in the Career Choice Framework which will provide foundational skills and experiences. By the beginning of the 11th grade year students will be connected with part-time work and internships in a field of their choice. **Enrichment Blocks and Support**- An enrichment block will be built into the master schedule for students who are in need of additional academic support. The school will also provide youth development and asset building through the Hillside Work-Scholarship Connection youth advocacy model. Students will receive 1:1 mentoring, life and social skills training, youth employment training, support at home and post-secondary preparation planning and support.

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 characteristics of a successful charter school are as follows: 1. Effective Board Leadership and Governance of the school toward stated objective of graduation, college and career readiness. 2. Talent Management- Selection, recruitment, and retention of quality staff at all levels of the organization. 3. Personal Accountability for performance by students and staff. 4. Evaluation and Oversight in ensure continuous improvement of the school. Engagement of parents and or guardians in assisting the school in meeting stated objective. 5. Implementing and Enforcement of all rules, regulations, and policies as set forth by the New York State Charter School Association. The steps that need to be taken to ensure continued success are as follows: Fiscal Prudence , Financial Management and Oversight, Quality and Integrity of Data and regular reporting to NYS Department of Education, Evaluation and Continuous Improvement, Growth and Development of Key Community Stakeholder Relationships within the Community ie. (Business Partners, Community Based Organization, Parents, Rochester City School District).

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. **My understanding of the role of a public school charter school board member is to provide overall oversight, direction and strategic leadership for the school. All members should have a understating of NYS graduation requirements and have a passion and dedication for helping students succeed academically and socially. A board member should also have proven experience and expertise in fund raising, relationship development and management, and an ability to partner and collaborate with key community stakeholders in a wide variety of disciplines (higher education, employment, youth development).**

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 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. **Again as I am a life-long resident of the City of Rochester, I have witnessed 1st hand how a community is affected when young people do not graduate from high school. In urban communities when young people do not graduate they are at greater risk for a number of negative factors including: higher incarceration rates which come at tax-payers expense, higher expenses related to social service needs (Medicaid, food stamps, etc.), reduction is tax base as high school dropouts are generally unable to secure and maintain employment, this inability to earn money in legal ways turns many to seek an income in using ill-legitimate means. This alternative can produce disastrous and grave consequences for many young adults, thereby extinguishing young potential before it can germinate. Our community needs higher performing city high schools that can successful prepare students to compete in the global economy, by not only graduating students but educating them so that they are career and or college ready.**

Our choices are simple " We either make the investment now, or we will all end up paying for it later". As an adult professional who works in this community, I can wait on the public school system to get better, but the children of this community are not afforded that luxury.

Form 4: Request for Information from Prospective Charter School Board Members

Name: Dr. Jeannine Dingus-Eason
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted] Rochester, New York 14613
Personal E-Mail/Fax: [redacted]
Business Address: [redacted]

Business E-Mail/Fax: [redacted]

Charter School Name: Rochester Career Mentoring Charter School
Charter School Address: TBA

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 President

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. x☐ 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. x☐ I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I worked closely with Dennis Francione as a mentor and portfolio reviewer to his students at Global Media Arts High School. Mr. Francione asked me to become involved in the charter application process approximately two years ago.

4. Please explain why you wish to serve on the board. I joined the board for several reasons. First, as a native Rochesterian and city resident, I am very well aware of the need for educational opportunities for students, in particularly, students of color. Second, as an educator interested in the historical and contemporary contexts of urban education, I am interested in grass roots efforts to address educational inequities, namely those designed to meet the needs of students of color. Third, as the parent of a child on the autism spectrum, I am keenly aware of the need for varied educational offerings for city youth.

5. 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. xx☐ Yes. (Include description here):

   Rochester Step-Off, founding board member
   Rochester Education Foundation, founding board member
   Professionally, I am a professor at St. John Fisher College where I teach courses in research, leadership, and diversity.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   xxx☐ 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.
   xxx☐ 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. xx☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

My husband worked as an English teacher under the administrative leadership of Dennis Francione, our founder.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
   xx☐ 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.
    xx☐ 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.
    xx☐ 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.

xx☐ 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.
xx☐ 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. xx☐ 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.
xx☐ 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.
This situation represents a conflict of interest that should be brought to the attention of the larger Board, as well as the school's legal council and the General Council of the Institute.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

Rochester Career Mentoring Charter School's (CMCS) mission is a model secondary small school offering a community of diverse learners in the City of Rochester a personalized and unique educational offering for students in grades 9-12. Our students will engage in a rigorous curriculum with a focus on career exploration and college readiness. Our school will graduate students with Regents diplomas and the academic and technical skills needed for today's workforce and/or entrance into college.

18. Please explain your understanding of the educational program of the charter school.
Again, our school's career exploration and college readiness focus is a unique offering to the Rochester area. To meet our goals, all students will have Individual Learning Plans, participate in daily wrap-around advisement, focus on career skills (e.g. team work, soft skills, etc), and participate in career mentorships in their areas of focus.

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 growing charter school scholarship serves as an important source of information when examining the characteristics of successful charter schools. Board governance is an essential part of successful charter schools, in that, boards set the course for the institution with mission, vision, values, and goals, along with measurement standards. Secondly, tight fiscal control is essential to ensuring student centered operations. Third, the selection of professional development school personnel committed to the mission of the schools is essential. These individuals will play a key role in curricular design of our charter school. Students must be offered an engaging curriculum. Finally, parental involvement and continuous feedback is important. All of these pieces should work together to inform the direction of the school.

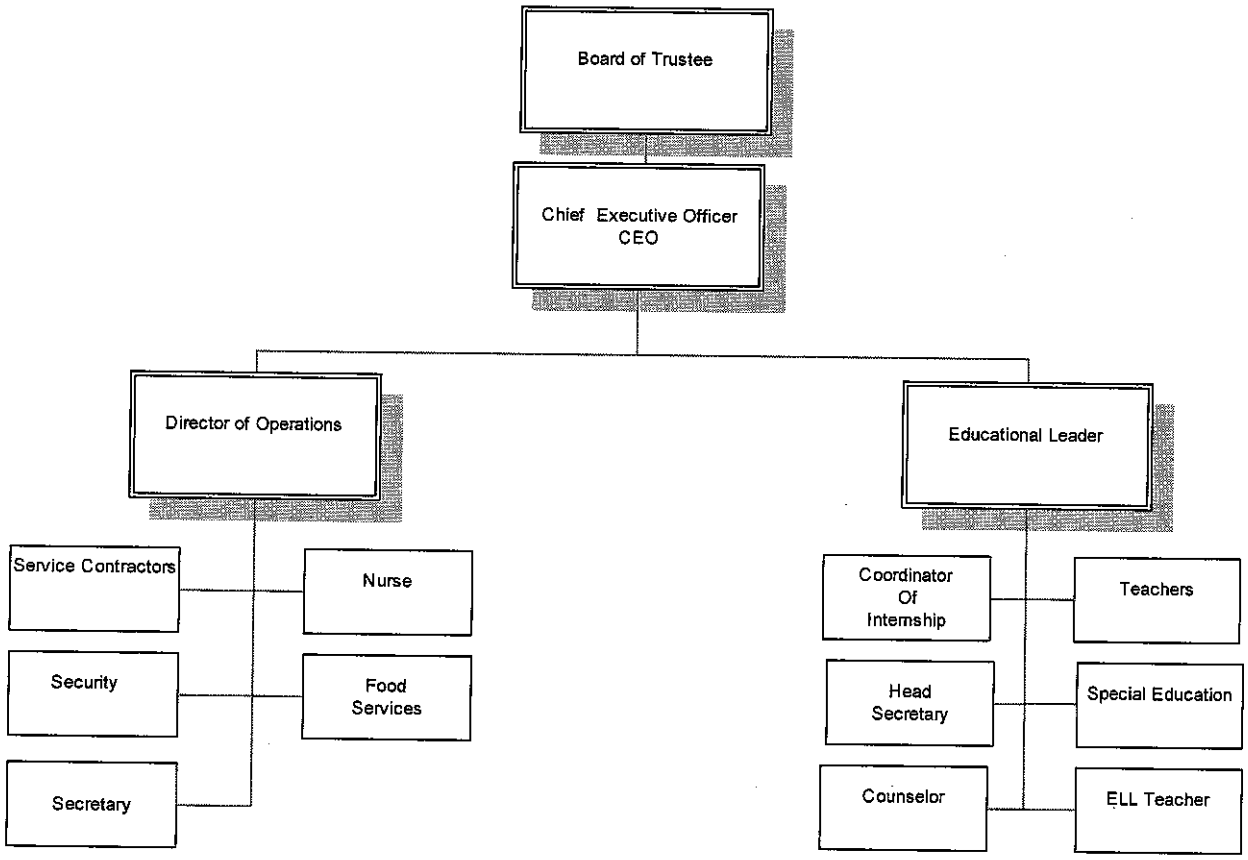
Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
BOT as a collective body to advance, promote, and facilitate the mission, goals, and objectives of the CMCS. As prescribed by Education Law subdivision 2853(1) (f), the Board of Trustees shall have final authority for all policy, budget, and operational decisions of the CMCS.

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 confirm that I have read and participated in creating the board's by-laws and proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 10

Rochester Career Mentoring Charter School
Organizational Chart



Attachment 11

Descriptions of Key Positions*

Chief Executive Officer (CEO):

- Report to the Board of Trustees
- Oversee the mission, vision, direction and design of the charter school.
- Work with his administrative to develop an effective instructional strategy that ensures charter students graduate in a timely fashion with Regents diplomas.
- Is held accountable for the success of the charter by maintaining the positive, career-based school culture
- Promote and maintain ongoing Professional Development for all staff.
- Ensure that every administrator and teacher has an investment in the school's culture, operations, and design.
- Is the primary fundraiser.
- Work to create a Parent Teacher Organization
- Work with consultants, educational groups, community agencies, and businesses.
- Develop partnerships with area colleges and universities cultivating partnerships that support dual credit, college tutors, paths to college, and opportunities for students and staff to learn about the college application process and academic expectations of freshman.
- Submit reports, data, and renewal of the charter school to NYS Education Department's Office of Innovative School Models.
- Maintain communication between the charter school and the district in residence according to the guiding principles specified in the district's compact.
- Conduct informal and formal observation of Educational Leader and Director of Operations and evaluates both.
- Is ex-officio on the Board of Trustees.

Educational Leader:

- **Responsibilities**

  - Report to the Chief Executive Officer
  - Be a walking-manager by constantly being visible around the school building and working directly with teacher-advisors in the classroom.
  - Be an exemplary role model to all students.
  - Be knowledgeable of the principles of student advisory and serve as an advisor model for teacher-advisors.
  - Participate in on-going Professional Development offered by Buck Institute for Education and Academic Innovation, Inc, and become a turnkey trainer to the staff.

- Be knowledgeable of the concepts of project-based instruction and serve as a hands-on instructional model for staff, including working side by side with teachers in the classroom, particularly new teacher.
- Teach as necessary.
- Monitor morning arrival and afternoon dismissal of students.
- Conduct student and parent/guardian orientation and summer bridge sessions.
- Conduct informal and formal observations and evaluations of instructional staff, including the Coordinator of Internship and counselor, through the use of appropriate rubrics and other BOT approved evaluation tools.
- Monitor student discipline and the culture of the school.
- Participate in the hiring, discipline and dismissal processes of the Career Mentoring Charter School instructional staff.
- Work with parents and guardians of all students enrolled in the charter school.
- Prepare monthly academic reports for the Chief Executive Office to be submitted to the Board of Trustees that will inform on the progress made toward the school's mission and vision as well as accountability goals.

Director of Operations:

- **Responsibilities**

  - Report to the Chief Executive Officer
  - Prepare monthly financial reports for the Chief Executive Officer to be submitted to the Board of Trustees, as well as the NYS Education Department's Office of Innovative School Models as required in the school's charter, in compliance with the CMCS Financial Reporting policy.
  - Develop the annual operating budget; monitor expenditures and cash flow throughout the fiscal year to ensure the school remains in solid financial standing.
  - Assist in negotiation and evaluation of all contracts, both for professional services and products/materials; as well as development of requisite Request for Proposals.
  - Oversee all contracted services including, but not limited to, legal, transportation, maintenance, security, food service, payroll and benefits administration services, insurance contracts, etc.
  - Work with the Board of Trustees and Chief Executive Officer, as needed, in fundraising efforts to secure additional resources necessary to fully implement the unique instructional program of CMCS.
  - Serve as the Records Access Officer.
  - Oversee all Information Technology projects and acquisition of hardware and software.
  - Supervise the accounts payable function.
  - In conjunction with the CEO and BOT President, facilitate communications with and through the media, as well as other public relations matters, particularly when financial or other data is involved.
  - Facilitate access to records by the auditor for the school's annual Independent Audit as required by Education Law, and other audits that may be conducted by the NYS Controller's or other official agencies.
  - Assist, as requested, the Board of Trustees in developing policies required by law and those sought by the Board for the CMCS.

Coordinator of Internship:

- **Responsibilities**

  - Report to the Educational Leader
  - Establishes guidelines and monitors quality/quantity for meaningful internship experiences.
  - Oversees workshops, seminars and course content.
  - Establishes effective relationship with Educational Leader and teacher-advisors.
  - Identifies agencies/employers for internship opportunities and educates organizations on how to construct meaningful internship experiences.
  - Coordinates marketing of internship programs to employers, students, teacher-advisors and faculty.
  - Provides individual counseling/advising to students concerning internships and other career concerns.
  - Infuses career exploration, planning and decision-making into internship decision process and experience.
  - Trains instructional staff in Career Choices and other career-based curriculum.
  - Develops a plan for teaching informational interview skills and telephone skills.
  - Identify business/community resources for teacher-advisors.
  - Coordinate guest speakers for whole school and classroom presentations.
  - Works with teacher-advisors to find resources for senior career projects.
  - Coordinates and carries out the mentor orientation and training sessions.
  - Coordinates mentor honoring events and celebrations.
  - Is in charge of career fairs.

Academic and Specialty Teacher:

- **Responsibilities**

Advisory-based

- Report to Educational Leader.
- Build a positive relationship with a small group of students over a four-year period. Facilitate a small group of students to maximize their educational experience through diverse experiences to include career interest-based projects, internships, service – learning projects, college classes, as well as educational experiences offered through the grade-level interdisciplinary team.
- Work with students in developing a four-year Individual Learning Plan.
- Help coordinate with the assistance of the Coordinator of Internship the students' internship program
- Ensure students' development in areas of public speaking and presentation skills for the required student exhibitions and final senior project.
- Ensure students have necessary life skills to succeed in high school as well as beyond high school.
- Hold students accountable to a high standard both academically and behaviorally.

- Be available to parents/guardians and keep them informed about their child's academic progress and character development.

Content Instructor

- Develop project-based learning units/lessons in conjunction with the Rochester City School District's curriculum framework to be taught in isolation as well as within an interdisciplinary theme through collaboration with other grade-level content specialists that is designed to push students to a higher level of cognitive reasoning.
- Deliver project-based learning units/lessons in conjunction with the Rochester City School District's curriculum framework using a variety of methods that may be taught independently or with a team of other grade-level content specialists designed to guide students toward mastery in all academic areas.
- Assist students in developing meaningful projects through inquiry and utilization of project-based assessment to demonstrate growth and depth of understanding of concepts.
- Participate in Professional Development.
- Teach a course outside of one's subject-area certification.
- Be willing to team teach.
- Assist in student exhibitions.
- Prepare students to meet or exceed the New York State Learning Standards.
- Conduct both formative and summative assessment on students by using traditional as well as alternative assessment techniques.
- Facilitate learning within student career projects and internships that is both challenging and meets the individual needs, interests, and abilities of each student.
- Meet and consult with parents/guardians through home and school conferences and charter school activities and events.

Special Education Coordinator (.5)

- **Responsibilities:**

  - Report to Educational Leader.
  - Attend CSE meetings.
  - Keep teachers inform of Special Education regulations, procedures, and requirements.
  - Maintain 504 records and consult with applicable teachers.
  - Consult with Educational Leader to ensure Special Education and 504 services are met.
  - Meet and consult with teacher-advisors and classroom teachers concerning the evaluation of the diverse learning styles of students and the appropriate instructional approach needed.
  - Facilitate the Student Intervention Team.
  - Ensure appropriate services are provided ELL students.
  - Meet and consult with parents/guardians through home and school conferences and charter school activities and events.

Special Education Teacher

- **Responsibilities:**

  - Report to Educational Leader.
  - Serve as point of contact and liaison with the district of residence and CMCS, coordinating with the Committee on Special Education (CSE).
  - Provide information to and obtain information from CSE's throughout the school year.
  - Determine if students entering CMCS have an existing Individual Education Plan (IEP).
  - Work with CSE's and district of residence to ensure all required services are being provided and that all IEP's are appropriate in the context of the charter school setting.
  - Assist in identification and referrals to the district of residence CSE for possible new services and/or amendment to an existing IEP.
  - Complete all corresponding paperwork and any required reporting.
  - Support core teacher advisors in developing strategies to meet the needs of their students with disabilities in the classroom.
  - Serve as a resource for other instructional staff in development of lessons, projects, and curriculum as the school grows out.
  - Participate in professional development.
  - Meet and consult with parents/guardians through home and school conferences and charter school activities and events.

Counselor (begins in year 2)

- **Responsibilities:**

  - Report to Educational Leader.
  - Provide direct individual and group academic and career counseling as well as counseling requirements on students IEPs. Assist students with transitioning to Rochester Career Mentoring Charter School, conduct orientation meetings with new students.
  - Convey graduation requirements to students and assist students with developing four year educational plan. Ensure student participation in PSATs, SATs, and Accuplacer. Provide guidance in the selection and application to post secondary education institutions.
  - Engage in grade level tracking for academic data (student pass rates, regents scores, credits earned, attendance etc.). Review transcripts at regular intervals to ensure compliance and completion.
  - Sensitive to the unique needs of the community we serve as well as the complex issues that are present for urban youth and their families. Connect students and their parents to community agencies, programs or specialist as appropriate.

***Persons applying for any position to Rochester Career Mentoring Charter School will be subject to a background check and child abuse registry.**

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

Rochester Career Mentoring Charter School

Contact Name:	Dennis Frenchione
Contact Email:	Dennis Frenchione [redacted]
Contact Phone:	[redacted]
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

Rochester Career Mentoring Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	200,000
Total Expenses	163,356
Net Income	36,644
Actual Student Enrollment	36,644
Total Paid Student Enrollment	

DESCRIPTION OF ASSUMPTIONS

	CY Per Pupil Rate	START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue		
Rochester City School District	12,426	
School District - ALL OTHER		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,426	-
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		200,000
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		200,000
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		200,000

Rochester Career Mentoring Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue		200,000	**DESCRIPTION OF ASSUMPTIONS**
Total Expenses		163,356	
Net Income		36,644	
Actual Student Enrollment		36,644	
Total Paid Student Enrollment			
		START-UP PERIOD	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		
Executive Management			
Instructional Management	1.00	21,250	The Education Leader will start 4/1/2012
Deans, Directors & Coordinators			
CFO / Director of Finance			
Operation / Business Manager	1.00	27,504	The Business Leader will start 1/1/2012
Administrative Staff			
TOTAL ADMINISTRATIVE STAFF	2.00	48,754	
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	2.00	48,754	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		3,315	FICA and other state and Fed taxes
Fringe / Employee Benefits		6,000	Med Benefits
Retirement / Pension		6,203	Pension Funding
TOTAL PAYROLL TAXES AND BENEFITS		15,518	
TOTAL PERSONNEL SERVICE COSTS	2.00	64,272	
CONTRACTED SERVICES			
Accounting / Audit		4,000	Help with Federal and State Reporting
Legal		10,000	Legal startup-501 c3 & appl review contracts
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services		900	Outsourcing
Special Ed Services			
Titlement Services (i.e. Title I)			
Other Purchased / Professional / Consulting			
TOTAL CONTRACTED SERVICES		14,900	
SCHOOL OPERATIONS			
Board Expenses			
Classroom / Teaching Supplies & Materials		8,000	Misc supplies
Special Ed Supplies & Materials		8,000	purchase classroom materials
Textbooks / Workbooks		2,000	Purchased books and Materials
Supplies & Materials other		2,000	Purchased text books
Equipment / Furniture		2,500	
Telephone		2,000	
Technology		2,700	Phone expenses for Educational and Business leader
Student Testing & Assessment		30,250	Laptops, Printers, network equipment and BIS/Student software
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense		1,000	
Staff Development		1,000	Postages
Staff Recruitment		500	
Student Recruitment / Marketing		3,000	Ads in local and national newspaper and online services
School Meals / Lunch		3,000	Mailing expense for 9 grade RCSD
Travel (Staff)			
Fundraising		10,200	Travel to educational Conferences
Other			
TOTAL SCHOOL OPERATIONS		71,550	
FACILITY OPERATION & MAINTENANCE			
Insurance		8,650	NYS Disability and Workers Compensation
Janitorial			
Building and Land Rent / Lease			rent will start July 2012
Repairs & Maintenance			
Equipment / Furniture			
Security			
Utilities			
TOTAL FACILITY OPERATION & MAINTENANCE		8,650	
DEPRECIATION & AMORTIZATION			
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		3,904	2.5% contigency of total expenses
TOTAL EXPENSES		163,356	
NET INCOME		36,644	

Rochester Career Mentoring Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue		200,000
Total Expenses		163,356
Net Income		36,644
Actual Student Enrollment		36,644
Total Paid Student Enrollment		
		START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*		
Rochester City Shool District		
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
School District - ALL OTHER		36,644
TOTAL ENROLLMENT		36,644
REVENUE PER PUPIL		5
EXPENSES PER PUPIL		4

DESCRIPTION OF ASSUMPTIONS

Rochester Career Mentoring Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

	January	February	March	April	May	June	TOTAL
Total Revenue	200,000	-	-	-	-	-	200,000
Total Expenses	29,254	23,771	24,128	28,871	26,872	30,459	163,356
Net Income	170,746	(23,771)	(24,128)	(28,871)	(26,872)	(30,459)	36,644
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	170,746	(23,771)	(24,128)	(28,871)	(26,872)	(30,459)	36,644
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
[redacted]							-
School District - ALL OTHER							-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue							-
Grants							-
Stimulus							-
DYCD (Department of Youth and Community Developmt.)							-
Other							-
Other							-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							-
Title I							-
Title Funding - Other							-
School Food Service (Free Lunch)							-
Grants							-
Charter School Program (CSP) Planning & Implementation							200,000
Other							-
Other							-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000	-	-	-	-	-	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations							-
Fundraising							-
Erate Reimbursement							-
Earnings on Investments							-
Interest Income							-
Food Service (Income from meals)							-
Text Book							-
OTHER							-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	200,000	-	-	-	-	-	200,000

Rochester Career Mentoring Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	200,000	-	-	-	-	-	200,000
Total Expenses	29,254	23,771	24,129	28,871	26,872	30,459	163,356
Net Income	170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644

	No. of Positions	January	February	March	April	May	June	TOTAL
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management								-
Instructional Management								21,250
Deans, Directors & Coordinators								-
CFO / Director of Finance								-
Operation / Business Manager								27,504
Administrative Staff								-
TOTAL ADMINISTRATIVE STAFF	2.00	4,584	4,584	4,584	11,667	11,667	11,667	48,754
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	2.00	4,584	4,584	4,584	11,667	11,667	11,667	48,754
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		391	391	391	791	791	791	3,315
Fringe / Employee Benefits		2,000	1,000	1,000	2,000	2,000	2,000	8,000
Retirement / Pension		1,017	996	996	1,006	1,008	1,008	4,203
TOTAL PAYROLL TAXES AND BENEFITS		1,707	1,707	1,707	2,799	3,799	3,799	15,518
TOTAL PERSONNEL SERVICE COSTS	2.00	6,291	6,291	6,291	14,466	15,466	15,466	64,272
CONTRACTED SERVICES								
Accounting / Audit								4,000
Legal		5,000		5,000				10,000
Management Company Fee								-
Nurse Services								-
Food Service / School Lunch								-
Payroll Services		150	150	150	150	150	150	900
Special Ed Services								-
Tiltement Services (i.e. Title I)								-
Other Purchased / Professional / Consulting								-
TOTAL CONTRACTED SERVICES		7,150	150	5,150	2,150	150	150	14,900
SCHOOL OPERATIONS								
Board Expenses		100	100	100	100	100	100	600
Classroom / Teaching Supplies & Materials								2,500
Special Ed Supplies & Materials								700
Textbooks / Workbooks								2,000
Supplies & Materials other								2,500
Equipment / Furniture								2,000
Telephone								1,200
Technology								40,250
Student Testing & Assessment								-
Field Trips								-
Transportation (student)								-
Student Services - other								1,000
Office Expense								600
Staff Development								2,000
Staff Recruitment								3,000
Student Recruitment / Marketing								3,000
School Meals / Lunch								-
Travel (Staff)								10,200
Fundraising								-
Other								-
TOTAL SCHOOL OPERATIONS		12,650	13,350	9,100	11,550	10,600	14,100	71,550
FACILITY OPERATION & MAINTENANCE								
Insurance								8,650
Janitorial								-
Building and Land Rent / Lease								-
Repairs & Maintenance								-
Equipment / Furniture								-
Security								-
Utilities								-
TOTAL FACILITY OPERATION & MAINTENANCE		2,250	3,400	3,000	-	-	-	8,650
DEPRECIATION & AMORTIZATION								-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY								3,984
TOTAL EXPENSES		29,254	23,771	24,129	28,871	26,872	30,459	163,356
NET INCOME		170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
[redacted]								-
[redacted]								-
Total Operating Activities		-	-	-	-	-	-	-

Rochester Career Mentoring Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	200,000	-	-	-	-	-	200,000
Total Expenses	29,254	23,771	24,129	28,871	26,872	30,459	163,356
Net Income	170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644

	January	February	March	April	May	June	TOTAL
INVESTMENT ACTIVITIES							
[redacted]							-
							-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
[redacted]							-
							-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644
Beginning Cash Balance							-
ENDING CASH BALANCE	170,746	(23,771)	(24,129)	(28,871)	(26,872)	(30,459)	36,644

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

REVENUE
- **REVENUES FROM STATE SOURCES**
  - *Per Pupil Revenue*
    - [redacted]
    - School District - ALL OTHER
  - TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)
  - Special Education Revenue
  - Grants
    - Stimulus
    - DYCD (Department of Youth and Community Developmt.)
    - Other
  - Other
- TOTAL REVENUE FROM STATE SOURCES
- **REVENUE FROM FEDERAL FUNDING**
  - IDEA Special Needs
  - Title I
  - Title Funding - Other
  - School Food Service (Free Lunch)
  - Grants
    - Charter School Program (CSP) Planning & Implementation
    - Other
  - Other
- TOTAL REVENUE FROM FEDERAL SOURCES
- **LOCAL and OTHER REVENUE**
  - Contributions and Donations
  - Fundraising
  - Erate Reimbursement
  - Earnings on Investments
  - Interest Income
  - Food Service (Income from meals)
  - Text Book
  - OTHER
- TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

Total Revenue	
Total Expenses	
Net Income	
Cash Flow Adjustments	
Beginning Cash Balance	
Net Income	

	No. of Positions
EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	2.00
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	-
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	2.00
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Tiltement 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	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	
CASH FLOW ADJUSTMENTS	
OPERATING ACTIVITIES	
Total Operating Activities	

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income
INVESTMENT ACTIVITIES
[redacted]
Total Investment Activities
FINANCING ACTIVITIES
[redacted]
Total Financing Activities
Total Cash Flow Adjustments
NET INCOME
Beginning Cash Balance
ENDING CASH BALANCE

Rochester Career Mentoring Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

tal Revenue	1,236,797	22,000	-	-	60,048	1,318,845
tal Expenses	279,871	90,000	-	-	939,410	1,309,281
et Income	956,925	(68,000)	-	-	(879,362)	9,563
Actual Student Enrollment	70	10				80
Total Paid Student Enrollment	80					80

	CY Per Pupil Rate	PROGRAM SERVICES			SUPPORT SERVICES			DESCRIPTION OF ASSUMPTIONS
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
Rochester City School District	12,426	994,080					994,080	
School District - ALL OTHER							-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,426	994,080	-	-	-	-	994,080	
Special Education Revenue			22,000				22,000	
Grants								
Stimulus							-	
DYCD (Department of Youth and Community Developmt.)							-	
Other							-	
Other							-	
TOTAL REVENUE FROM STATE SOURCES		994,080	22,000	-	-	-	1,016,080	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs							-	
Title I		30,000					30,000	District average rate
Title Funding - Other							-	
School Food Service (Free Lunch)						60,048	60,048	Fed Reimbursement rate $2.65 lunch $1.52 (breakfast) 90% participation
Grants								
Charter School Program (CSP) Planning & Implementation		200,000					200,000	
Other							-	
Other		12,717					12,717	for NYSTL,NYSSL, NYLIBL
TOTAL REVENUE FROM FEDERAL SOURCES		242,717	-	-	-	60,048	302,765	
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		1,236,797	22,000	-	-	60,048	1,318,845	

Rochester Career Mentoring Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

tal Revenue		1,236,797	22,000	-	-	60,048	1,318,845
al Expenses		279,871	90,000	-	-	939,410	1,309,281
t Income		956,925	(68,000)	-	-	(879,362)	9,563
Actual Student Enrollment		70	10				80
Total Paid Student Enrollment							80

	No. of Positions	PROGRAM SERVICES: REGULAR EDUCATION	PROGRAM SERVICES: SPECIAL EDUCATION	PROGRAM SERVICES: OTHER	SUPPORT SERVICES: FUNDRAISING	SUPPORT SERVICES: MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	1.00					-	-	Will not take a salary
Instructional Management	1.00					85,000	85,000	Principal
Deans, Directors & Coordinators	1.00					65,000	65,000	Internship Coordinator
CFO / Director of Finance						-	-	
Operation / Business Manager	1.00					55,000	55,000	Business Manager
Administrative Staff	1.00					36,000	36,000	Admin/ Sec't
TOTAL ADMINISTRATIVE STAFF	5.00	-	-	-	-	241,000	241,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	5.00	252,371					252,371	
Teachers - SPED	1.00		75,000				75,000	
Substitute Teachers		10,000					10,000	
Teaching Assistants							-	
Specialty Teachers							-	
Aides							-	
Therapists & Counselors							-	
Other							-	
TOTAL INSTRUCTIONAL	6.50	262,371	75,000	-	-	-	337,371	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse							-	
Librarian							-	
Custodian							-	
Security							-	
Other							-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	11.50	262,371	75,000	-	-	241,000	578,371	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes						47,258	47,258	7.65%(6.2%for SS and 1.45% for Med SUI is 4.1% of $8,500)
Fringe / Employee Benefits						63,000	63,000	Use Healthy NY rate (50% family - 50% single rate)
Retirement / Pension						38,288	38,288	Pension 6.2%
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	148,546	148,546	
TOTAL PERSONNEL SERVICE COSTS	11.50	262,371	75,000	-	-	389,546	726,917	
CONTRACTED SERVICES								
Accounting / Audit						5,000	5,000	
Legal						4,000	4,000	
Management Company Fee							-	No CMO
Nurse Services							-	
Food Service / School Lunch						60,800	60,800	Outsourcing to Freshwise -Foodlink of Rochester
Payroll Services						6,000	6,000	Outsourcing Services - TBD
Special Ed Services							6,000	
Titlement Services (i.e. Title I)			6,000				6,000	
Other Purchased / Professional / Consulting						21,000	21,000	staff develpoment, technology services, grant writer
TOTAL CONTRACTED SERVICES		-	12,000	-	-	96,800	108,800	
SCHOOL OPERATIONS								
Board Expenses						1,200	1,200	
Classroom / Teaching Supplies & Materials						10,500	10,500	
Special Ed Supplies & Materials			3,000				3,000	
Textbooks / Workbooks		7,500					7,500	
Supplies & Materials other							-	
Equipment / Furniture		10,000					10,000	
Telephone						11,000	11,000	
Technology						71,650	71,650	1-Laptop per student, copiers,printers,Defibrillator,Internet
Student Testing & Assessment						20,000	20,000	incoming assessments
Field Trips						5,000	5,000	
Transportation (student)							-	
Student Services - other							-	
Office Expense						7,000	7,000	
Staff Development						12,000	12,000	Outside Professional services - Career choices
Staff Recruitment						12,000	12,000	
Student Recruitment / Marketing						7,000	7,000	
School Meals / Lunch							-	
Travel (Staff)							-	
Fundraising							-	
Other						1,000	1,000	
TOTAL SCHOOL OPERATIONS		17,500	3,000	-	-	158,350	178,850	
FACILITY OPERATION & MAINTENANCE								
Insurance						15,000	15,000	NYS Disability and Workers Compensation general liability
Janitorial						36,000	36,000	Outsourcing services
Building and Land Rent / Lease						90,000	90,000	Plan to rent or lease a building
Repairs & Maintenance						15,000	15,000	
Equipment / Furniture							-	
Security						30,000	30,000	Outsourcing services
Utilities						30,000	30,000	
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	216,000	216,000	
DEPRECIATION & AMORTIZATION							-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY						78,714	78,714	Includes the $25k Dissolutions Reservers + 2.5% Contigency
TOTAL EXPENSES		279,871	90,000	-	-	939,410	1,309,281	
NET INCOME		956,925	(68,000)	-	-	(879,362)	9,563	

Rochester Career Mentoring Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

'tal Revenue	1,236,797	22,800	-	-	60,048	1,318,845
tal Expenses	279,871	90,000	-	-	939,410	1,309,281
.et Income	956,925	(68,000)	-	-	(879,362)	9,563
Actual Student Enrollment	70	10				80
Total Paid Student Enrollment	80					80

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Rochester City Shool District	70	10				80
School District - ALL OTHER						-
TOTAL ENROLLMENT	70	10	-			80
REVENUE PER PUPIL	17,669	2,200	-			16,486
EXPENSES PER PUPIL	3,998	9,000	-			16,366

DESCRIPTION OF ASSUMPTIONS

Rochester Career Mentoring Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	365,680	-	179,185	6,005	193,685	12,363	179,185	6,005	179,185	6,005	171,685	19,863	1,318,845
Total Expenses	217,602	106,122	109,355	96,423	101,673	103,423	93,423	97,673	96,423	96,673	95,372	95,122	1,309,281
Net Income	148,078	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	9,563
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	36,644	-	-	-	-	-	-	-	-	-	-	-	36,644
Net Income	184,722	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	46,207

	CY Per Pupil Rate	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														
Rochester City Shool District	12,426	165,680		165,680		165,680		165,680		165,680		165,680		994,080
School District - ALL OTHER	-													-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,426	165,680	-	165,680	-	165,680	-	165,680	-	165,680	-	165,680	-	994,080
Special Education Revenue						22,000								22,000
Grants														
Stimulus														-
DYCD (Department of Youth and Community Developmt.)														-
Other														-
Other														-
TOTAL REVENUE FROM STATE SOURCES		165,680	-	165,680	-	187,680	-	165,680	-	165,680	-	165,680	-	1,016,080
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs														-
Title I				7,500			7,500			7,500			7,500	30,000
Title Funding - Other														-
School Food Service (Free Lunch)				6,005	6,005	6,005	6,005	6,005	6,005	6,005	6,005	6,005	6,005	60,048
Grants														
Charter School Program (CSP) Planning & Implementation		200,000												200,000
Other														-
Other													12,858	12,717
TOTAL REVENUE FROM FEDERAL SOURCES		200,000	-	13,505	6,005	6,005	12,363	13,505	6,005	13,505	6,005	6,005	19,863	302,765
LOCAL and OTHER REVENUE														
Contributions and Donations														-
Fundraising														-
Erate Reimbursement														-
Earnings on Investments														-
Interest Income														-
Food Service (Income from meals)														-
Text Book														-
OTHER														-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		365,680	-	179,185	6,005	193,685	12,363	179,185	6,005	179,185	6,005	171,685	19,863	1,318,845

Rochester Career Mentoring Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		365,680	-	179,185	6,005	193,685	12,363	179,185	6,005	179,185	6,005	171,685	19,863	1,318,845
Total Expenses		217,602	106,122	109,355	96,423	101,673	103,423	93,423	97,673	96,423	96,673	95,372	95,122	1,309,281
Net Income		148,078	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	9,563
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		36,644	-	-	-	-	-	-	-	-	-	-	-	36,644
Net Income		184,722	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	46,207
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00													-
Instructional Management	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Deans, Directors & Coordinators	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
CFO / Director of Finance	-													-
Operation / Business Manager	1.00	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
Administrative Staff	1.00	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
TOTAL ADMINISTRATIVE STAFF	5.00	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	241,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	22,000	21,375	21,375	21,375	21,375	21,375	21,375	21,375	21,375	21,375	21,375	21,375	252,371
Teachers - SPED	1.50	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Substitute Teachers	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	18,000
Teaching Assistants	-													-
Specialty Teachers	-													-
Aides	-													-
Therapists & Counselors	-													-
Other	-													-
TOTAL INSTRUCTIONAL	6.50	28,250	27,625	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	337,371
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-													-
Librarian	-													-
Custodian	-													-
Security	-													-
Other	-													-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	11.50	48,333	47,958	48,208	48,208	48,208	48,208	48,208	48,208	48,208	48,208	48,208	48,208	578,371
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		3,000	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	47,258
Fringe / Employee Benefits		5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	63,000
Retirement / Pension		3,191	3,191	3,191	3,191	3,191	3,191	3,191	3,191	3,191	3,191	3,191	3,191	38,288
TOTAL PAYROLL TAXES AND BENEFITS		12,449	12,393	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,129	12,129	148,546
TOTAL PERSONNEL SERVICE COSTS	11.50	60,783	60,351	60,639	60,639	60,639	60,639	60,639	60,639	60,639	60,639	60,337	60,337	726,917
CONTRACTED SERVICES														
Accounting / Audit		5,000												5,000
Legal		1,000				1,000								4,000
Management Company Fee														-
Nurse Services														-
Food Service / School Lunch		7,000		7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	60,800
Payroll Services		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Special Ed Services		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Titlement Services (i.e. Title I)		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Other Purchased / Professional / Consulting		10,000				3,500			3,500					21,000
TOTAL CONTRACTED SERVICES		10,000	11,500	7,580	7,580	15,580	7,580	7,580	11,080	7,580	7,580	7,580	7,580	108,800
SCHOOL OPERATIONS														
Board Expenses		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials		1,500	500	1,000	500	500	1,000	1,000	1,000	500	500	500	500	10,500
Special Ed Supplies & Materials		250	250	250	250	250	250	250	250	250	250	250	250	3,000
Textbooks / Workbooks		1,000	500	500	500	500	500	500	500	500	500	500	500	7,500
Supplies & Materials other														-
Equipment / Furniture		1,000	500	500	500									10,000
Telephone		500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11,000
Technology		7,250	750	750	750	750	750	750	750	750	750	750	750	71,650
Student Testing & Assessment			10,000			10,000								20,000
Field Trips		500	500	500	500	500	500	500	500	500	500	500	500	5,000
Transportation (student)														-
Student Services - other														-
Office Expense		2,000	500	500	500	500	500	500	500	500	500	500	500	7,000
Staff Development		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Staff Recruitment			1,000	500										12,000
Student Recruitment / Marketing										3,500	3,500			7,000
School Meals / Lunch														-
Travel (Staff)														-
Fundraising														-
Other														1,000
TOTAL SCHOOL OPERATIONS		79,000	11,350	20,350	7,850	5,100	14,850	4,850	5,600	7,850	8,100	7,100	6,850	178,850
FACILITY OPERATION & MAINTENANCE														
Insurance		1,500												15,000
Janitorial		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
Building and Land Rent / Lease		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Repairs & Maintenance		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Equipment / Furniture														-
Security		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Utilities		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
TOTAL FACILITY OPERATION & MAINTENANCE		33,000	18,000	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	216,000
DEPRECIATION & AMORTIZATION														-

Rochester Career Mentoring Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

Total Revenue	365,680	-	179,185	6,005	193,685	12,363	179,185	6,005	179,185	6,005	171,685	19,863	1,318,845
Total Expenses	217,602	106,122	109,355	96,423	101,673	103,423	93,423	97,673	96,423	96,673	95,372	95,122	1,309,281
Net Income	148,078	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	9,563
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	36,644	-	-	-	-	-	-	-	-	-	-	-	36,644
Net Income	184,722	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	46,207

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	78,714
TOTAL EXPENSES	217,602	106,122	109,355	96,423	101,673	103,423	93,423	97,673	96,423	96,673	95,372	95,122	1,309,281
NET INCOME	148,078	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	9,563
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-
Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-
Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-
Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	148,078	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	9,563
Beginning Cash Balance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	36,644
ENDING CASH BALANCE	184,722	(106,122)	69,829	(90,418)	92,012	(91,060)	85,762	(91,668)	82,762	(90,668)	76,313	(75,258)	46,207

Rochester Career Mentoring 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		1,318,845	2,505,304	3,360,733	4,362,522	4,363,873
Total Expenses		1,309,281	2,410,893	2,826,328	3,084,106	3,303,310
Income (Before Cash Flow Adjustments)		9,563	94,411	534,405	1,278,416	1,060,563
al Student Enrollment		80	160	240	320	320
al Paid Student Enrollment		80	160	240	320	320

		Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION OF ASSUMPTIONS
		2012	2013	2014	2015	2016	
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	CY Per Pupil Rate						
Rochester City Shool District	12,426	994,080	1,988,160	2,982,240	3,976,320	3,976,320	
School District - ALL OTHER							
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,426	994,080	1,988,160	2,982,240	3,976,320	3,976,320	
Special Education Revenue		22,000	80,000	80,000	80,000	80,000	No change is allocations rates
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)							
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES		1,016,080	2,068,160	3,062,240	4,056,320	4,056,320	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							
Title I		30,000	65,000	70,000	70,000	70,000	No change is allocations rates
Title Funding - Other							
School Food Service (Free Lunch)		160,048	159,427	209,417	210,268	212,120	Outsouce all food services - FoodWise
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	200,000				CSP Planning and Implementation
Other							
Other		12,717	12,717	19,075	25,434	25,434	for NYSTL,NYSSL, NYLIBL
TOTAL REVENUE FROM FEDERAL SOURCES		302,765	437,144	298,493	306,202	307,553	
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							Outsouce all food services - FoodWise
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	
TOTAL REVENUE		1,318,845	2,505,304	3,360,733	4,362,522	4,363,873	

Rochester Career Mentoring 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.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012	2013	2014	2015	2016
Total Revenue	1,318,845	2,505,304	3,360,733	4,362,522	4,363,873
Total Expenses	1,309,281	2,410,893	2,826,328	3,084,106	3,303,310
Net Income (Before Cash Flow Adjustments)	9,563	94,411	534,405	1,278,416	1,060,563
Total Student Enrollment	80	160	240	320	320
Total Paid Student Enrollment	80	160	240	320	320

	No. of Positions	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	DESCRIPTION OF ASSUMPTIONS
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management							
Instructional Management	1.00	85,000	87,125	89,739	92,431	95,204	Principal- 3% Increase per year (3-5)
Deans, Directors & Coordinators	1.00	65,000	66,625	68,624	70,682	72,803	Internship Coordinator-3% Increase per year (3-5)
CFO / Director of Finance							
Operation / Business Manager	1.00	35,000	56,375	58,066	59,806	61,602	Business Manager- 3% Increase per year (3-5)
Administrative Staff	2.00	56,000	92,250	95,018	97,869	100,805	3% Increase per year (3-5)
TOTAL ADMINISTRATIVE STAFF	5.00	241,000	302,375	311,446	320,790	330,413	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	252,371	530,167	683,183	751,502	826,652	Year 2 Increase by 5 - year 3 add 1 5 teachers - yr 4 & 5 increase by 5
Teachers - SPED	3.00	75,000	141,000	280,100	308,110	338,921	Year 2 Increase by .5- yr 3 increase by 1 teachers - yr 4 & 5 increase by .5
Substitute Teachers		10,000	15,000	30,000	45,000	60,000	
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors	1.00		55,000	60,000	65,000	70,000	
Other							
TOTAL INSTRUCTIONAL	11.00	337,371	741,167	1,053,283	1,159,612	1,275,573	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	-	55,000	58,650	58,350	60,100	
Librarian		-					
Custodian		-					
Security		-					
Other		-					
TOTAL NON-INSTRUCTIONAL	1.00	-	65,000	58,650	58,350	60,100	
SUBTOTAL PERSONNEL SERVICE COSTS	17.00	578,371	1,098,542	1,421,380	1,538,751	1,666,086	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		47,258	88,375	99,497	107,713	116,625	7.65%(6.2%for SS and 1.45% for Med SUI is 4.1% of $8,500)
Fringe / Employee Benefits		63,000	171,000	184,778	200,038	216,398	Use Healthy NY rate (50% family - 50% single rate)
Retirement / Pension		38,288	72,061	128,924	138,488	149,942	Pension 6.2%
TOTAL PAYROLL TAXES AND BENEFITS		148,546	331,436	412,200	446,238	483,165	
TOTAL PERSONNEL SERVICE COSTS	17.00	726,917	1,429,978	1,833,580	1,984,989	2,149,251	
CONTRACTED SERVICES							
Accounting / Audit		15,000	20,000	20,000	22,000	22,000	
Legal		4,000	12,000	15,000	18,000	20,000	
Management Company Fee							
Nurse Services							
Food Service / School Lunch		60,800	112,723	169,084	225,446	225,446	Outsouce all food services
Payroll Services		7,000	9,000	12,000	14,000	15,000	Outsourcing payroll and benefits services
Special Ed Services		6,000	16,000	16,051	16,946	17,893	
Titlement Services (i.e. Title I)		6,000	6,200	6,615	6,948	7,293	
Other Purchased / Professional / Consulting		10,000	86,000	100,800	105,840	111,132	Hillside, staff development, technology services, grant writer
TOTAL CONTRACTED SERVICES		108,800	262,323	330,115	399,178	411,164	
SCHOOL OPERATIONS							
Board Expenses		6,200	7,500	8,000	8,500	9,000	
Classroom / Teaching Supplies & Materials		10,500	12,000	16,981	19,000	10,000	
Special Ed Supplies & Materials		3,000	3,000	12,500	13,800	4,000	
Textbooks / Workbooks		7,000	15,000	17,500	18,000	9,000	
Supplies & Materials other			25,000	5,500	5,000	5,500	
Equipment / Furniture		10,000	25,000	10,000	12,000	12,000	
Telephone		13,000	13,390	13,790	14,204	14,630	3% increase per year
Technology		21,650	107,150	112,508	118,133	124,040	New laptop for each 9th grader
Student Testing & Assessment		20,000	20,000	20,000	20,000	20,000	Testing for incoming 9th grader
Field Trips		5,000	10,000	15,000	20,000	25,000	
Transportation (student)			20,000	20,000	22,000	25,000	
Student Services - other			12,000	12,500	12,750	13,000	
Office Expense		7,000	20,000	22,000	25,000	7,000	
Staff Development		12,000	75,000	50,000	55,000	55,000	
Staff Recruitment		11,000	16,500	15,000	14,000	15,000	
Student Recruitment / Marketing		27,000	15,000	18,000	19,000	22,000	
School Meals / Lunch							
Travel (Staff)			30,000	20,000	22,000	25,000	
Fundraising							
Other		15,000					
TOTAL SCHOOL OPERATIONS		178,850	405,480	338,037	367,184	401,533	
FACILITY OPERATION & MAINTENANCE							
Insurance		15,000	15,450	15,914	16,391	16,883	3% increase per year
Janitorial		38,000	37,050	38,162	39,308	40,488	3% increase per year
Building and Land Rent / Lease		90,000	92,700	95,481	98,345	101,295	3% increase per year
Repairs & Maintenance		15,000	15,000	15,000	20,000	20,000	
Equipment / Furniture							
Security		30,000	30,900	30,900	30,900	30,900	Outsource Security
Utilities		30,000	30,900	31,827	32,782	33,765	3% increase per year
TOTAL FACILITY OPERATION & MAINTENANCE		216,000	221,130	230,314	237,756	243,352	
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		78,314	91,582	94,227	55,000	55,000	First 3 year Dissolution is $75,000, Contigency is 2.5% of total expenses
TOTAL EXPENSES		1,309,281	2,410,893	2,826,328	3,084,106	3,303,310	
NET INCOME		9,563	94,411	534,405	1,278,416	1,060,563	

Rochester Career Mentoring 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.

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al Student Enrollment	80	160	240	320	320
al Paid Student Enrollment	80	160	240	320	320

	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Rochester City Shool District	80	160	240	320	320
School District - ALL OTHER					
TOTAL ENROLLMENT	80	160	240	320	320
REVENUE PER PUPIL	16,486	15,658	14,003	13,633	13,637
EXPENSES PER PUPIL	16,366	15,068	11,776	9,638	10,323
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 Loan on Line Of Credit					
Other					
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	9,563	94,411	534,405	1,278,416	1,060,563
Beginning Cash Balance	46,207	55,771	150,182	684,587	1,963,002
ENDING CASH BALANCE	55,771	150,182	684,587	1,963,002	3,023,565

DESCRIPTION OF ASSUMPTIONS

Ten Eyck Group INSURANCE AGENTS

A Tradition of Independent Thinking Since 1905

For: Rochester Career Mentoring Charter School

Insurance Estimate- Year 1

(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)

Coverage	Limits	Premium
Business Personal Property (BPP)	200,000	
Business Income & Extra Expense	250,000	
Deductible	1,000	
Coverage Includes: Special Form, Replacement Cost, 100% Coinsurance		
Equipment Breakdown	Included	
Premium		**$2,250**
Inland Marine		
Computerized Equipment	Included in BPP	
Hardware/Software		
Premium		**Included**
Crime		
Employee Dishonesty	100,000	
Forgery or Alteration	100,000	
Scheduled- Business Manager/Treasurer	1,000,000	
Computer Fraud	100,000	
Monies & Securities- Inside	50,000	
Monies & Securities- Outside	25,000	
Deductible	1,000	
Premium		**$750**
Automobile		
Hired & Non-Owned Liability	1,000,000	
Premium		**$300**
General Liability		
Each Occurrence	1,000,000	
General Aggregate	3,000,000	
Personal & Advertising Injury	1,000,000	
Fire Damage Liability	1,000,000	
Medical Expense	10,000	
Employee Benefits Liability	1,000,000	
Sexual Abuse & Molestation Liability	1,000,000	
Professional Liability	1,000,000	
GL Classification (rating)		
Exposure: Student Enrollment	160	
Average Daily Attendance		
Premium		**$4,500**
Directors & Officers and Employment Practices Liability including Educators Legal Liability		
Combined Limit	1,000,000	
Deductible	2,500	
Premium		**$3,000**

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Umbrella Liability		
Each Occurrence	5,000,000	
General Aggregate	5,000,000	
Retained Limit:	10,000	
Umbrella over the following:		
Automobile Liability	YES	
General Liability	YES	
Employee Benefits Liability	YES	
Professional Liability	YES	
Abuse and Molestation	YES	
Directors and Officers	YES	
Employment Practices Liability	YES	
Premium		**$3,400**
Workers Compensation		
Statutory Limits	100,000/500,000/100,000	
Estimated Payroll:		
8868- School/Professional & Clerical	800,000	
9101- School- All Other	70,000	
Experience Modification	N/A	
Premium		**$8,750**
New York Statutory Disability		
Statutory Benefit	$170 Max Per Week	
Premium	**Annual Rates:**	**$24.60- Male $53.40- Female**
Student Accident		
Accident Medical Expense and/or Dental Expense	25,000	
Accidental Death & Dismemberment	10,000	
Benefit Period	3 Years	
Type of Coverage	Full Excess	
Catastrophic Coverage	1,000,000	
Premium		**$900**
Total Annual Estimated Premium		**$23,850**

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before school operations begin. See below for each coverage:

Coverage	Timeline
School Board Legal/Educators Legal Liability	As soon as the Board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased (landlord will require General Liability coverage)
Property/Flood	As soon as you acquire contents/school equipment