

Full Application submitted in response to the *2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorize by the Board of Regents for*

## **Young Women's College Prep Charter School of Rochester**

**Lead Applicant:** Laura Rebell Gross

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**District of location:** Rochester City School District

**Grade levels to be served at the end of five years:** Grades 7-11

**Grade levels to be served when the school is fully developed:** Grades 7-12

**Total projected maximum enrollment by the end of five years:** 375 students

**Total projected maximum enrollment when the school is developed:** 450 students

Certification Statement

- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [name of proposed 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 [name of proposed 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 [name of charter school] is accurate and correct.

Laura Rebell Gross Signature of Lead Applicant

March 30<sup>th</sup>, 2011 Date

# PROSPECTUS

## I. EXECUTIVE SUMMARY

**Mission:** Young Women’s College Prep Charter School of Rochester (YWCP) will offer young women from the city of Rochester the opportunity to learn in a single-gender environment where a central focus is placed on preparation for college enrollment and graduation. YWCP will partner with families and the community to instill in each student a sense of leadership, responsibility, and ethics, supporting young women in their endeavors to achieve excellence in and out of the classroom.

YWCP will open with 75 students in seventh grade and grow to serve students in grades 7-12. The school will affiliate with the Young Women’s Leadership Network (YWLN), which supports five highly successful single-gender secondary schools in New York City and Philadelphia. The network also affiliates with schools in Maryland, Illinois, and Texas. The flagship YWLN school in East Harlem has celebrated a graduation rate over 96% for the past ten years, and every graduating senior has been accepted to college with significant financial aid. Over 75% of these students have graduated from or remain in college. YWCP will benefit from the structured and targeted support that YWLN provides for its network schools and affiliates. This includes:

- Technical support during the application and start-up phase;
- Onsite support from network experts including mentoring for the YWCP Principal;
- Participation in network professional development;
- Implementation of YWLN academic and advisory curricula; and,
- Support and guidance in the recruitment and hiring of leadership and staff.

### **Key Design Elements:**

**Single-gender:** YWCP believes in educating the whole student and meeting the individual’s needs. A single-gender school offers students the opportunity to learn in an environment free from cultural and gender stereotypes, as well as many of the pressures and distractions of a co-educational school.

**Small Schools Engaged in Leadership Development:** YWCP is committed to knowing every student personally, intellectually, and emotionally; this is possible in a small school environment. Students will learn how to lead and work collaboratively with others. They will actively engage in projects that build their leadership skills, their ability to work as part of a team, and their capacity to positively impact their community. Leadership development will be part of the culture of the school and will be explicitly taught in Advisory, which will meet every day.

**College Preparation:** College preparation will begin in the seventh grade with college visits and ongoing discourse about college in each classroom. College exploration will be integrated into all aspects of the curriculum. A full-time college guidance counselor from CollegeBound Initiative (CBI) will be hired to work at the school. The college counselor will focus on guiding every student and her family through the complex admissions and financial aid processes.

**Faculty:** YWCP’s teachers will be experienced educators who believe in collaborative learning and are invested in their own professional development and growth. They will be committed to a longer work day and work year and see themselves as a part of a team and community with a shared vision and mission. YWCP will have the highest standards for classroom achievement. Classroom pedagogy will

center on cooperative and collaborative practices, inquiry, and differentiation to meet the needs of all learners. Teachers will share a vision for helping every student to achieve personal mastery.

**Professional Development and Leadership:** Professional development will be an integral part of YWCP's culture and teaching strategies. The Principal will be an instructional leader with many years of classroom experience, and expertise in developing an exemplary staff. During the school year, YWCP will devote one afternoon per week to professional development directly responsive to emerging student data, including: workshopping lesson plans, presenting teaching strategies, and sharing effective practices. Teachers will be expected to work for the first three weeks of August preparing their classrooms and curriculum for the year with guidance from the Principal, department chairs, and outside support. YWCP will hold an annual retreat for faculty and staff to establish the atmosphere and mindset for the school year. Peer observations will be built into the schedule, as well as team teaching opportunities.

**Knowledge Management:** YWCP will build a system of knowledge management that is defined and owned by every adult in the building. Knowledge management is, in its most simple terms, a system for sharing information across an organization, where a common language and a structure for documenting and organizing knowledge allow for continuous learning and improvement. YWCP will stay true to the spirit of a charter school, and commit to sharing practice with all other schools in a comprehensive and applicable manner.

**Other Defining Characteristics:**

- Longer school day (8:00am -4:00pm) with one hour classes
- Uniforms
- Advisory
- "Out of School time" – programming after school, weekends, breaks, and summer to provide opportunities and exposure to a wide variety of experiences and learning opportunities
- Partnerships with parents
- School-wide events that involve the community
- School-wide behavior management focusing on communication and problem-solving
- Extensive supports for students with disabilities and English language learners
- Weekly use of formative data to inform planning and instruction
- Attention to health and wellness to promote healthy female adolescent development

## II. STUDENT POPULATION

### A. Student Enrollment

**Applicant Instructions:** In the table provided, enter enrollment projections for the school, by year, for the first five years of operation.

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K					
1 <sup>st</sup>					
2 <sup>nd</sup>					
3 <sup>rd</sup>					
4 <sup>th</sup>					
5 <sup>th</sup>					
6 <sup>th</sup>					
7 <sup>th</sup>	75	75	75	75	75
8 <sup>th</sup>		75	75	75	75
9 <sup>th</sup>			75	75	75
10 <sup>th</sup>				75	75
11 <sup>th</sup>					75
12 <sup>th</sup>					
Ungraded					
Totals	75	150	225	300	375

## B. Target Populations

In response to the request for information regarding the target populations of Young Women's College Prep Charter School of Rochester (YWCP), this section is structured as follows:

- Recruitment and Enrollment
- Serving the Target Populations (students with disabilities, English language learners, and students over-age for grade and below proficiency)
  - Staffing and Hiring
  - Identification
  - Planning
  - Curriculum and Instruction
  - Monitoring
  - Retention

### Recruitment and Enrollment

As of November 2010, the Rochester City School District (RCSD) served 31,735 students with representation in the following sub-groups:

- 10.4% with limited English proficiency;
- 16.9% identified as students with disabilities;
- 79.7% qualifying for free and reduced price lunch;
- 49% female;
- 63% African-American; and,
- 22.8% Hispanic.

A number of families in Rochester seek alternatives to the RCSD. In the 2010-2011 school year, 266 families are home schooling their children, 724 students are enrolled in private schools (identified as RCSD students based on their utilization of district services), and 508 students participate in the Inter-district Urban/Suburban Transfer Program. In December 2010, active enrollment in Rochester charter schools was the following:

Eugenio Maria de Hostos Charter	340
Genesee Community Charter	175
Rochester Academy Charter	259
True North Rochester Prep (two schools)	451
University Prep for Young Men	162
Urban Choice	387
Total Charter School	1774
<b>Charter School % of RCSD Enrollment</b>	<b>5.29%</b>

Together, these charter schools currently report an additional 1,107 students on waiting lists, demonstrating a desire for the charter school option within the community of Rochester parents. Additionally, a large number of families choose the option of a parochial education. Currently, 1,498 Rochester students are enrolled in parochial schools (based on the number of students who receive RCSD services). Furthermore, the only single-gender parochial school for females in Rochester, Our Lady of Mercy High School, enrolled approximately 130 students from Rochester in the 2010-2011 school year. However, less than 50% of these students are African-American or Hispanic, showing an underrepresentation of the RCSD population in the only single-gender option for females in the city. One

possibility for this is that many families simply cannot afford the tuition. Further demonstration of the need for high-quality options for the girls of Rochester is the city's teen pregnancy rate. A 2010 report by The Children's Agenda of Rochester cited pregnancies in 11.6% of 15-19 year olds – a rate among the worst in the U.S. and industrialized world.

YWCP seeks to serve a student population that has not succeeded in traditional urban public schools. These students are a predominantly African-American and Hispanic, students qualifying for free and reduced price lunch, English language learners, and students with disabilities. The school expects to attract a large population of students entering below grade level. As such, YWCP is dedicated to effectively recruiting and retaining these students in numbers comparable to or greater than the RCSD.

Through the experience of its founders, the school's affiliation with the Young Women's Leadership Network (YWLN), and relationships with similar charter schools in Rochester, YWCP has identified a student recruitment strategy with a track record of success. The school has already begun and will continue to build relationships with churches, community organizations, shelters, public advocates, and other service providers throughout the city to build parent interest. Presentations to such groups play an important role in communicating the school's ability and intention to represent parent interests. Targeted marketing, including radio and cable television advertisements, and direct mail promotional materials, will also play a critical role in recruiting students within the target populations. These efforts will focus particularly on radio and television stations and mailing lists that reach low-income urban families and non-English speakers. A team of volunteers and board members are also meeting to write letters and opinion pieces to local publications such as, the Democrat and Chronicle, the Minority Reporter, and City Newspaper. YWCP will also work diligently to ensure that school informational materials are available in libraries, shops, recreation centers, restaurants, and other community gathering places throughout Rochester's most economically depressed neighborhoods, particularly the northeast zone (the crescent) of Rochester. The school has developed a budget with these specific recruitment efforts in mind.

All marketing materials developed by YWCP for the purposes of attracting new students and families will include information about the school's capacity to serve students with disabilities and English language learners, as well as students who have fallen behind grade level. In addition, all materials will be published and distributed with Spanish translations to ensure that Spanish-speaking families are effectively reached. When possible, YWCP will seek resources to provide translations in other languages, as over 60 languages are currently represented within the RCSD.

Through its collaborative relationship as part of the District/Charter Compact recently funded by the Bill and Melinda Gates Foundation, YWCP will also work with the RCSD to support recruitment efforts. The school will participate in all district fairs and will coordinate with the RCSD's school selection office to disseminate information about YWCP. YWCP will adhere to all applicable state and federal regulations in recruiting and enrolling students.

### **Serving Target Populations**

#### ***Staffing and Hiring***

YWCP's model is designed specifically to serve its target population. To begin with, the school's staffing plan provides the capacity to deliver high-quality instruction to every student in the building through classroom instruction and through the necessary supports outside the classroom.

Students with disabilities: YWCP is committed to delivering the school's full slate of services to students with disabilities in a manner as integrated and unrestrictive as is permissible based on Individual Education Plans (IEPs) determined by the Committee on Special Education (CSE) of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of

the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). YWCP will also comply with all New York State policies and regulations.

In addition to hiring a full team of subject-area teachers, YWCP will have one certified, full-time Special Education Coordinator on staff in its first year to manage and, where appropriate, deliver services to students with IEPs. The school may permit the Special Education Coordinator to assume additional administrative duties, but the school does not permit those duties to interfere with the Coordinator's responsibilities to ensure compliance with the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. As much as possible, special education services to students with disabilities will be provided in the general education classroom to support appropriate progress toward the general education curriculum. The expectation for all staff – general and special educators – is that they ensure that students with disabilities have access to the same rigorous curriculum as their non-disabled peers.

The Special Education Coordinator will work with the CSE of residence to identify and serve students with disabilities, ensuring that all required special education and related services are provided. YWCP will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. YWCP understands that these responsibilities belong only to the CSE of residence.

The Special Education Coordinator will also retain student data and prepare reports as requested by the RCSD and State Education Department in order to permit such entities to comply with federal law and regulations. All student records will be kept confidential and disseminated to teachers, related service providers, supplementary school personnel, and parents in accordance with the Family Educational Rights and Privacy Act (FERPA) and regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99) and 8 NYCRR 200.4. Specifically, every teacher of a student with a disability will be given a copy of that student's IEP and training will be provided by YWCP's special education staff, prior to the implementation of the IEP, as needed to ensure understanding of the student's needs and the teacher's responsibilities related to the student's IEP.

YWCP will provide substitute coverage for general and special education teachers as necessary to ensure that they are able to attend CSE meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is participating in the regular education environment. YWCP will take a particularly active role in transition planning for students with disabilities to encourage the CSE to develop annual goals that are aligned with students' post-secondary goals. While YWCP may send the mandated procedural safeguards notice to parents, it is the responsibility of the CSE.

If YWCP is unable to directly provide services to the extent necessary, or a student with a disability demonstrates needs beyond the expertise of the school's personnel (for example, highly specialized related services), the school may contract for services or personnel from the district of residence. If necessary and feasible, YWCP will also contract with appropriately certified or licensed individuals to provide services under the school's direction. The services to be provided may include, but are not limited to:

- Speech language pathology and audiological services;
- Physical and occupational therapy;
- Counseling;
- Psychological services; or,
- Diagnostic and/or evaluative medical services.

In order to ensure proper staff training, YWCP will provide ongoing professional development in special education services for all faculty members. Professional development for staff involved with the education of students with disabilities will include the referral process to the CSE, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents and CSEs, and assessment and discipline of students with disabilities. When planning and delivering professional development, YWCP will draw upon its relationship with the Norman Howard School, a local independent school for students with learning disabilities, and a national leader in this field.

English language learners: The school will also hire one full-time teacher for English language learners. In the first year of operation, this staff member will also teach a second language to general education students. YWCP's first-year budget is designed with the flexibility to hire one additional full-time employee if it becomes necessary to meet the needs of the actual enrolled student population. The school's staffing capacity in these areas will grow along with the school in subsequent years. Professional development and staff training before and throughout the year will focus on strategies related to identification, instruction, and monitoring to meet the needs of YWCP's diverse student population.

### *Identification*

YWCP faculty and leadership will identify students' strengths and needs through a rigorous process during enrollment, but after acceptance to the school. This will include analysis of students' cumulative records, structured interviews with parents and guardians, as well as interviews with former teachers and other educators when possible. The data from transcripts and interviews will be utilized along with the results of an intake assessment administered within the first days of school. The intake assessment will provide further information to faculty and leadership regarding identification of student strengths and needs. This information will be used to inform services, interventions, and other instructional resources for students.

Students with disabilities: To ensure the success of students with disabilities at YWCP, the school will work with the CSE of residence to provide required services in accordance with federal special education laws. Generally, this means students will:

- Receive a free appropriate public education (FAPE);
- Be offered appropriate evaluations;
- Receive an appropriate education in the least restrictive environment (LRE);
- Be involved, with their parents, in the development of and decisions regarding the IEP; and,
- Have access to appropriate procedures and mechanisms, with their parents, to resolve any disputes or disagreements related to the school or school district's provision of FAPE and LRE.

YWCP will also comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have a process in place for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any indication that the child may need a specialized or intensive education program, or referral to the CSE.

English language learners: Students with English language learning needs will be identified early through the Home Language Questionnaire, included in both English and translated versions during the enrollment process. If the student's home language is not English, YWCP staff will conduct an interview with the student and parent, with every attempt to do this in their native language. The appropriate YWCP staff member will consult the State Education Department's resources on sample interview questions to develop an appropriate interview protocol. If the student speaks a language other than English, or little to

no English, YWCP will administer the Language Assessment Battery (LAB-R). A score below the designated proficiency level on the LAB-R will determine a student's eligibility to receive services to support English language proficiency. The LAB-R will only be administered once to any pertinent incoming student. If at any time, YWCP staff suspect limited English proficiency, the student will be tested to determine if services are necessary. Any limited English proficient students are required to be assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT), and YWCP will adhere to this requirement. As part of the request for student records for incoming students, YWCP will request Spring NYSESLAT scores from the RCSD.

### ***Planning***

Planning for YWCP students will focus on each student's learning plan. For students with disabilities, this is the IEP; however, learning plans will be in place for all students. Using a broad array of intake data, faculty advisors will lead the process of developing a learning plan for each student. This will include a profile of strengths and needs demonstrated by the student, as well as specific strategies for meeting needs and developing strengths. The plan will include cognitive and developmental dimensions as well as affective dimensions; it will identify student passions and interests so these may be drawn upon when designing instruction. There will be additional dimensions for English language learners, identifying the strategies and programs that will best serve their language needs. For students who are over-age for grade or below proficiency, learning plans will include detailed strategies for credit recovery, and interventions (both academic and social/emotional) necessary get the student back on track.

Student learning plans will remain active documents as faculty and administration will use them to structure and inform planning at a weekly faculty meeting held on Friday afternoons. While advisors will be responsible for taking the lead on development and maintenance of the plan, every faculty member will use the document to inform instruction and drive discussion and co-planning. The plan will also be used as a tool to involve and inform parents and guardians of students' progress. When planning at YWCP, all students will be held to the school's high expectations, regardless of their specific needs.

### ***Curriculum and Instruction***

Like the Young Women's Leadership Schools after which YWCP is modeled, YWCP is committed to designing and implementing innovative curricula and strategies specifically designed to provide low-income, minority students with a choice for excellence in their education. The success of YWLN schools is based on an educational approach that defies stereotypes and prepares students for college and leadership opportunities in the community.

Students with disabilities: YWCP will utilize an inclusion model for students with disabilities, ensuring that required and necessary supports and resources are in place within all classrooms to serve the needs of students with disabilities within the least restrictive environment possible. Outside counseling and physical, occupational, speech and language therapy will be provided, as necessary, in collaboration with the district of residence.

All programs and services for students with disabilities at YWCP will be provided in accordance with Education Law §2853(4)(a), applicable federal laws and regulations, and in accordance with the IEP designated by the CSE, including any reevaluations and revisions. YWCP will ensure that the programs and services indicated on each student's IEP are provided directly to the student during school hours.

English language learners: English language learners will be served through an English immersion model. Every effort will be made to ensure that students reach English proficiency at a rapid pace. English language learners will receive the same academic content instruction as their English-speaking peers. The amount of instruction in English (both spoken and written) will be modified accordingly for each student to ensure content acquisition. There will be structured time for intensive English language instruction

during the school day, as well as during extended school day and Saturday instruction. Students will receive additional counseling, home visits, and parental counseling as necessary. If the English immersion model is not succeeding with a student, another approach will be implemented, such as pull-out instruction with a certified aide or teacher under contract who speaks the student's native language.

Every aspect of school culture and curriculum will be designed to meet the needs of YWCP students and to prepare them for college acceptance and matriculation. Before incoming seventh-grade students arrive to school in September, they will participate in a summer bridge program that will allow teachers and administrators to assess where students are academically and also to identify social/emotional issues that may affect their learning. This program will also be made available to incoming ninth-grade students to facilitate the middle to high school transition.

YWCP will place great focus on literacy and the humanities. Reading and writing will be implemented across the curriculum. In particular, middle school students will participate in a writing class every day, which will be shared by all content-area teachers (i.e., one day the focus will be on writing and mathematics, and another day the focus will be on writing and social studies). Teachers will use the Friday faculty meeting to co-plan and ensure consistency and meaningful progression over the course of the week's writing lessons. The writing class will present specific opportunities to focus on needs demonstrated by students with disabilities, English language learners, and over-age for grade or below proficiency students.

Teachers will work in grade and subject teams to co-plan thematic units and disciplinary links between classes. Teachers will employ cooperative inquiry-based learning techniques to create their lessons and will have the opportunity to workshop those lessons at the Friday faculty meetings. Furthermore, YWCP teachers will have access to curriculum and training from YWLN schools and will be provided with model curriculum to help inform YWCP curriculum mapping and lesson planning. Along with the academic curriculum, each member of the faculty, including the Principal, will lead an Advisory class. These classes will meet daily to focus on academic and social/emotional needs, and areas such as time management, executive functioning, and interpersonal skills. Advisory will be a critical opportunity to address special needs within the student population.

The curriculum and teaching model at YWCP will focus on the following areas to meet every student's needs:

1. **Common planning time every day:** All core-subject-area and grade-level teachers will have common planning time. Common planning will allow for teachers to work together to scaffold skills between classes and grade levels in the school. The resulting seamlessness and consistency for students will be of particular benefit to those who have learning disabilities, students working toward English language proficiency, and students who are working toward grade-level proficiency.
2. **Small class sizes:** Wherever possible, YWCP will have small class sizes (20-25 students per class) and even smaller Advisory sections (12-15 students per Advisory).
3. **Block time for all core courses each week:** Every core course will have block time in the schedule each week for expanded core learning time. This schedule will increase core-subject learning time without eliminating valued enrichment and elective programs.
4. **Access to fine arts, music, dance, and elective programs:** YWCP will offer arts and music programs as well as a multitude of elective programs. Students will have the opportunity to pursue personal interests and talents and be exposed to specialist teachers and programs from the Rochester community. In particular, students with disabilities, English language learners, and over-age for grade or below proficiency students will enjoy access to these programs. They will not be denied access simply because they are receiving additional services to meet their needs.

5. **Strong Advisory Program:** As it is at across the YWLN, Advisory will be a cornerstone of student success at YWCP. Advisory classes will meet each day.
6. **Academic Accountability Every Day.** At the end of each school day, students will have the opportunity to remain to meet with teachers, ask clarifying questions, develop new understandings and knowledge, and to work on their homework. Extended day opportunities will be structured as well as unstructured to provide these opportunities. Additionally, students will be invited to school on indentified Saturdays to work on projects and access tutoring and interventions to address their needs.

Opportunities for YWCP's students will not stop in the summer. In addition to the previously mentioned summer bridge programs available to incoming seventh and ninth graders, YWCP will offer students summer college experience programs and job shadowing opportunities.

YWCP will leverage its relationships with outside institutions for the delivery of its educational services. The school will collaborate and work closely with the RCSD in the coordination of services for student with disabilities in particular. YWCP will participate fully in the Charter/District Compact to reap the added benefits of district support in serving its students. The school has already established and will continue to foster its ties with the Norman Howard School to strengthen and hone the delivery of services to students with disabilities. YWCP has also forged relationships with local educational organizations, including True North Rochester Prep, the Harley School, Strong Museum of Play, Nazareth College, Saint John Fisher College, and Rochester Institute of Technology. Resources available to YWCP through these institutions will aid the delivery of quality instruction.

### ***Monitoring***

YWCP will implement a rigorous assessment system, including classroom and grade-level formative and periodic assessments that will help teachers to evaluate their effectiveness, identify gaps in student learning, and develop plans to address these gaps. Teachers will use the Friday faculty meeting to review assessment data and plan together to meet student needs. The review of this data will allow the faculty to determine the effectiveness of interventions and services in place for students with disabilities, English language learners, and over-age for grade or below proficiency students. Teachers will adjust interventions and services in response to the successes and shortcomings demonstrated in the data. At-risk students, in particular, will benefit from this system because academic problems compound rapidly for such students. Skills left un-mastered hamper a student's ability to grasp subsequent material and lead to a downward spiral that, if not quickly identified, can be almost irreparable for many students. YWCP's formative assessments will ensure that students who do not grasp material are promptly identified before problems can compound. Teachers can be assured of the effectiveness of one lesson before moving on with a student and parents and guardians will have accurate and timely information about their child's progress.

YWCP will administer standardized tests and New York State exams, providing the appropriate accommodations for students with disabilities and English language learners. For students with learning disabilities, the appropriate time modifications and proctors will be available. If a student's IEP determines that a student cannot participate in regular state assessments, the New York State Alternative Assessment (NYSAA) will be administered. YWCP will coordinate and communicate with the appropriate CSE to monitor the progress of students with disabilities by:

- Seeing that referrals are made for students suspected of having a disability;
- Fulfilling reporting requirements of the resident district;
- Ensuring that all appropriate school staff participate in meetings of the resident district CSE; and,

- Establishing a reporting structure in accordance with applicable laws whereby the CSE of residence is provided with progress regarding the degree to which the services identified on the IEP are being provided.

The school will ensure equal access, in accordance with IDEA Section 602 DEFINITIONS (9) FREE APPROPRIATE EDUCATION (A) (B) (C) (D), IDEA SECTION 614. EVALUATIONS, ELIGIBILITY, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.

In compliance with 34 CFR §300.750, YWCP will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting. Regarding reports that are the responsibility of the CSE of residence, YWCP will make any necessary data available to the district in a timely fashion. The school will also comply with 8 NYCRR §119.3, which details requirements for the “Charter School Report Card” and includes information relating to students with disabilities.

In compliance with 34 CFR §300.750, YWCP will annually submit all required reports by the appropriate dates due, including, but not limited to, the following:

- VR 9 *Count of Students with Disabilities Provided Special Education and the Settings in which Students with Disabilities are provided services*
- PD-6 *Special Education Personnel*
- VR 10 *Report of Students with Disabilities Exiting Special Education*
- PD-8 *Students with Disabilities Suspended for Disciplinary Reasons*
- SEDCAR-1 *ASEP Request for IDEA Suballocation*

The Special Education Coordinator, in conjunction with the Principal, will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall also be provided to the school district of residence and the State Education Department, as required. English language learners’ proficiency in English will be measured periodically to determine the level of services required. YWCP will also administer the New York State English as a Second Language Achievement Test (NYSESLAT) to English language learners. As appropriate, scores on this assessment will inform a student’s declassification as an English language learner.

***Retention***

The most effective step YWCP can take to ensure that students and families choose to remain enrolled through high school graduation is to build and maintain a school that meets the needs of every student by preparing them effectively for college in a nurturing, academically rigorous environment. In order to successfully retain all students regardless of need, YWCP’s leaders will work to build a strong and consistent school culture. Based on the experience of similarly successful schools, this culture will be one rooted in trust that fosters and encourages risk-taking. The school will be a culturally sensitive environment focusing on response to the needs of the student population. YWCP will also seek to serve the needs of the whole child through pursuing the establishment of an on-site mental and physical health clinic in partnership with a local organization. The founders of YWCP recognize that schools develop robust school cultures through exceptional effort and a determined approach. This is why, in addition to studying the YWLN school model, school leaders will examine schools around Rochester (both district and charter) that are most successful in this regard and will structure professional development to share lessons learned with YWCP staff.

YWCP has made communication with parents a hallmark of its approach. Each student in the school will participate in daily Advisory, which will inform routine calls home and meetings (including home visits)

to check in with parents. Any concerns or challenges regarding the needs of students will be identified early and addressed swiftly. In addition to Advisory, specialized communication with parents will include report card nights, behavioral calls, late arrival calls, and missing homework calls. Parents and guardians will meet with advisors and teachers regularly to review students' learning plans and share the progress attained. YWCP's special education staff will work with classroom teachers to ensure that parents of children with special needs are informed of how their children are progressing toward their IEP goals and in the general curriculum. At the end of each term, progress reports regarding each student and her learning plan, as well as copies of all report cards, will be provided to the student's parents or guardians, and IEPs will be provided to the CSE of residence.

There will be a structured system for escalating any issues that may lead to a student's withdrawal from the YWCP community. Formative and periodic assessment data will highlight any academic needs that may hinder a student's success at YWCP. If a student's needs cannot be met through instruction or other school-level interventions, YWCP will draw upon its community partnerships to address any academic or social/emotional needs. YWCP is committed to making every effort to ensure that every student earns a YWCP diploma and entrance into college.

### III. SCHOOL DESIGN

The model of Young Women's College Prep Charter School of Rochester (YWCP) will fulfill the following eligibility criteria and outcomes:

#### **a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;**

YWCP will provide a first-rate education to female students who come from underprivileged backgrounds and who enter the school with diverse experiences in middle school academic achievement. The school is designed to attract minority, Title I students who make an informed choice to attend a 7-12 single-sex college prep charter school.

Research has proven that this school model is best suited to underperforming students who can benefit from both the rigor and whole-child approach of the school. The research of Dr. Cornelius Riordan of Providence College has yielded data to demonstrate that the effects of single sex schools are greater for poor children and minorities. His extensive review of the literature points toward theoretical rationales, which will be internalized in the YWCP model: a greater degree of order and control, more positive same-sex student role models, a reduction of sex difference in curriculum and student opportunities, reduction of sex bias in teacher-student interactions, elimination of invidious gender dominance, sexual harassment and predatory behavior, greater leadership opportunities, greater staff sensitivity to sex differences in learning styles, and parent and students engaged in pro-academic choice.<sup>1</sup> With regard to academic achievement, Dr. Riordan states "specifically, disadvantaged students in single-sex schools, compared to their counterparts in coeducational schools, have been shown to have higher achievement outcomes on standardized tests of mathematics, reading, science and civics". (ibid. p. 18)

YWCP will replicate the Young Women's Leadership Network (YWLN) model. A strong affiliation with the network (please find a letter of support from the YWLN attached as [Appendix A](#)), as well as the co-

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<sup>1</sup> "The Impact of Single-Sex Public Schools: Fact or Fiction?", Cornelius Riordan, Ph.D., Providence College, National Conference on Single-Sex Public Schools, 2008, Philadelphia, Pa., p. 39.

founder, Laura Rebell Gross's, experience as a staff member for 7 years, head of the English Department (at the East Harlem school), and network consultant will ensure fidelity to YWLN's proven approach. This model is based on teaching the whole girl with specific aims in leadership development, health and wellness, and early career and college awareness. Advisory is an essential component to the school model, specifically in developing and honing organizational and leadership skills. Students will meet within Advisory every day. Teacher schedules will be organized so that every teacher is responsible for taking on leadership roles outside the classroom including: Advisory teams, Grade teams, Content teams and Data teams. Student and teacher schedules will be flexible and innovative to allow for extended blocks, daily Advisory, common planning, and blended learning/co-teaching experiences, particularly in the middle school grades.

YWCP will have an academic focus on literacy and writing across the curriculum. Reading and writing standards will be established in all disciplines. Middle school students will spend an hour a day in a writing section that is shared by humanities, science, math, and language teachers to reinforce writing across the curriculum. YWCP will hold students accountable for meeting and exceeding local, state, and federal standards. Differentiated professional development will be provided weekly in Friday faculty meetings and through an open door policy between teachers and leadership. The school will operate with a longer school day (8:00am -4:00pm, as well as regular Saturday sessions) and a longer school year.

This model has produced excellent results in student achievement for the ten graduating classes at the Young Women's Leadership School of East Harlem (TYWLS East Harlem). The graduation rate has been above 96% for the past ten years, with every graduating senior accepted and matriculating into college. In 2009-10, the majority of middle school students at YWLN schools in New York City outperformed their peers across the city on New York State standardized math and English/Language Arts exams. Sixth graders at TYWLS Astoria and TYWLS East Harlem scored 22% higher than their city peers on the math exam. Sixth, seventh, and eighth graders at TYWLS Astoria scored 25% higher than their city peers on the English/Language Arts exam.

In 2010, 88% of the senior class of TYWLS East Harlem graduated with a New York State Regents Diploma (including 14% with Advance Regents Diplomas). Other New York City YWLN schools are in early years of operation and have not yet graduated their first cohorts. In 2009, citywide, less than 45% of students graduated with a Regents diploma. This demonstrates YWLN's significant increases in student achievement in a student population that is 92.2% African-American and Hispanic (based on December 2010 reporting), illustrating the Young Women's Leadership model's powerful impact in decreasing the achievement gap. In 2005, TYWLS East Harlem was recognized as a Breakthrough High School by the National Association of Secondary School Principals. Likewise, in March of 2006, TWYLS East Harlem was recognized by Ed Trust and by New York State as a High Performing/Gap Closing School.

**b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);**

As noted above, YWCP is modeled after the highly successful YWLN schools in New York City, specifically, TWYLS East Harlem. The YWCP goal for every student is acceptance to and graduation from a four-year college. College preparation and college readiness will permeate every aspect of YWCP classrooms and culture, from seventh through twelfth grade. Beginning with the first tenth-grade class, YWCP will employ a full-time college guidance counselor in the school.

College preparation will be the focus for every student, regardless of past performance. Should current performance demonstrate that a student is off the track toward graduation and college readiness, the appropriate interventions will be implemented immediately to address the student's needs. This will be accomplished through the weekly faculty meetings that focus on detailed, student-level data, and a

flexible approach to planning curriculum and instruction, which is responsive to the formative data available to faculty. The founders of YWCP anticipate that the majority of the entering student population will be minority, with Title I status, which can be qualified as “at-risk” in light of this population’s current performance in the Rochester City School District (RCSD). YWCP will focus student recruitment efforts on the northeast zone of Rochester, where 89.5% of the students are African-American or Hispanic, 88% of the student population qualifies for free and reduced price lunch, 19% are designated as students with disabilities, and 8% are English language learners. The federal poverty rate in the northeast zone is over 400% higher than that of the Rochester metro area.<sup>2</sup> While these demographic statistics parallel that of TYWLS East Harlem, whose student population for the 2009-2010 school year is 92% African-American and Hispanic, with approximately 83% receiving free and reduced price lunch, the achievement data is far from similar. The schools in the northeast zone of Rochester reported an average graduation rate of 45.8% for the 2005 cohort; this is a difference in graduation rate of over 50% between TYWLS East Harlem and northeast zone schools in Rochester. Through affiliation with YWLN, which has consistently outperformed surrounding peer schools, YWCP anticipates enrolled students to dramatically outperform the current graduation rate of northeast zone schools.

**c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);**

YWCP middle school students will work to achieve high school readiness. In order to be promoted to high school, middle school students will need to demonstrate proficiency in all core content areas. Through implementation of the YWLN model, the YWCP scope and sequence will include high school opportunities for many eighth-grade students. In addition, every eighth grader will be required to conduct a portfolio defense as an exit standard for middle school. Middle school students will receive:

- Summer bridge program for rising ninth graders to prepare students for the transition into high school curriculum and culture;
- Intensive, cross-disciplinary, daily instruction in writing;
- Curriculum designed through horizontal and vertical planning to ensure preparation for high school coursework;
- Lessons aimed at instilling a sense of accountability for students’ own learning;
- Use of the outcome-based grading system; and,
- Advisory curriculum focusing on time management, organization, note taking, self-advocacy, and other key skills critical for success in high school and college.

**d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;**

YWCP will communicate learning standards and course goals to parents and students. Students will be assessed on a regular basis and teachers will use this formative data weekly to inform instruction. Formative and summative assessments will include teacher-driven, as well as grade-wide assessments, aligned to the New York State Standards as well as the Common Core Standards. This will allow for teachers to assess the effectiveness of their classroom instruction, and will also allow for analysis of grade-level data to identify and address trends across classrooms. Teachers will provide students and parents with frequent feedback on their progress and strategies for improvement. YWCP will give students multiple and varied opportunities to demonstrate their evolving understanding, knowledge, and

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<sup>2</sup> Federal Reserve System and Brookings Institution. 2008. “The Enduring Challenge of Concentrated Poverty in America.” Washington, DC.

skills related to the standards over the course of the year. Assessments will be scaffolded to show augmentation of skills by grade level, and they will support the ongoing curriculum mapping and development of the teachers.

YWCP faculty will employ assessment strategies that reflect embedded strategies for differentiation. Most critical to student achievement will be the formation of our Data Inquiry Team. As a new school, this team will consist of the Principal and all teachers/counselors. The Data Inquiry Team will collect, analyze, and disseminate the results of data to the school community in the weekly faculty meetings and this data will be the basis for the action research projects of the teachers. As the school grows, YWCP envisions the work of the Data Inquiry Team to become the common practice for all grade levels and departments

**e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;**

YWCP will build upon the culture and systems in place within the YWLN to ensure that planning, instruction, and assessment are monitored and adjusted consistently, and that every student is on track toward graduation and college readiness. To accomplish this, the school team will focus on creating and maintaining consistent structures and systems, as well as fostering a culture within the faculty that empowers every educator in the building to take ownership of student learning. Adults will hold each other accountable and provide the feedback and support necessary to keep every student on track.

As instructional leader of the school, the Principal will be in classrooms daily. The Principal will prioritize first-rate classroom instruction as the most important part of her job. This will be made possible by the Director of Operations overseeing many of the day-to-day operational priorities of the school. In addition to the immediate feedback provided to teachers after classroom visits, the Principal will use the week's observational data to inform the agenda of the weekly faculty meeting on Friday afternoons after early student dismissal. This meeting will provide a structure for sharing and assessing the effectiveness of the week's instructional practice. It will also provide a forum for co-planning amongst the faculty. This will facilitate interdisciplinary units, horizontal planning across grade levels to ensure a common language and consistency across classrooms, as well as the vertical planning that will be critical to students' success at the commencement level.

While the Principal will use his or her observations from the week to inform the discussion, the faculty will take ownership of this weekly meeting as well. Teachers will present lessons, sharing successes and challenges, focusing on differentiation addressing needs of English language learners, students with disabilities, and other diverse needs within the student population. They will also review data from formative, periodic, and summative assessments to ensure that every student meets the identified standards. Finally, the faculty will focus on planning for the upcoming week, using long-term curriculum maps as the guide, and adjusting these accordingly as they review and discuss the data. This includes grade-level and classroom planning as well as interventions for specific students in need.

The Principal of YWCP will lead a culture of shared decision-making, which fosters a sense of collective accountability and support. The data reviewed in the weekly meeting will highlight needs within the teaching population as well as the student population. As instructional leader, the Principal will facilitate the identification of needs within the faculty. However, the strategies utilized to address faculty needs (e.g., workshops, observations, one-on-one meetings) will be executed by all of the adults in the building. As needs arise, different adults will be identified to lead support depending on experience, talent, and specific successes that they have achieved. As the school grows, teachers will also have the opportunity to lead and support colleagues through positions as content and grade department heads. As students are

taught the skills to become effective leaders themselves, these traits and behaviors will be modeled for them throughout the adult community.

**f. Partner with low-performing, local public schools to share best practices;**

Upon approval, YWCP will join the newly established District/Charter Compact in the city of Rochester, which was recently funded by the Bill and Melinda Gates Foundation. Through the compact, district and charter leaders will commit to collaboration in the interest of positive outcomes for all students in the city of Rochester. Part of this compact includes a commitment from charter schools to “fulfill their roles as laboratories for innovation and as providers of high-quality education options in Rochester.” This includes a specific commitment to sharing effective practices with the schools of the Rochester City School District. While the mission of YWCP will drive the school to make every effort to connect and share practice with schools in need, the compact will also provide a structure and community that will facilitate the identification of these schools, as well as the platforms through which practices are shared.

**g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;**

The founders of YWCP recognize the unique challenges inherent to the establishment of a charter school. In addition to the management provided by its founders, leadership team, and board of trustees, YWCP will draw on the resources of its affiliate network, the experience of similar charter schools, and leverage key institutional relationships to ensure that the school is positioned to successfully meet even unexpected issues during start-up. YWCP is committed to careful, sustainable growth throughout its term.

Among YWCP's first initiatives in planning for the school's opening are the recruitment, hiring, and extensive training of a Principal and Director of Operations. This step has already begun, with the goal of filling both key leadership positions approximately one year before the school opens its doors. Having both the instructional and operational management roles established so far in advance will provide school leaders with an optimal capacity to successfully carry out school start-up planning and implementation. This kind of preparation gives the school a greater ability to tackle the inevitable unanticipated issues that arise in the establishment of a charter school. Both the Principal and Director of Operations will benefit from strategic opportunities to visit and learn from similar high-performing schools and engage in rigorous professional development throughout the course of start-up.

Many of the potential challenges faced by charter schools during the start-up phase can be mitigated to a sizeable extent through planning and drawing upon the experiences of other high-achieving schools. YWCP will benefit directly from its affiliation with the YWLN throughout the school's establishment. The network will provide valuable support around school design, curriculum development, Principal training, and school culture blueprinting. YWLN has an extensive track record of successfully supporting the start-up phase with similar public schools in the New York City area as well as with charter schools in Chicago and Baltimore. Additionally, YWLN recently worked with the Charter Management Organization, Brighter Choice, to support the opening of the Albany Leadership Charter High School for Girls.

In addition, YWCP has forged and will continue to develop collaborative relationships with local educational institutions throughout planning and start-up. YWCP has already gained valuable insights into charter school start-up best practices from Uncommon Schools' True North network, which currently operates two high-performing schools in Rochester (and is opening a third), and dozens of others in the RCSD. Another valuable educational supporter is the Norman Howard School, a local independent school and leading expert in the education of students with learning disabilities. Furthermore, participation in the

District/Charter Compact will provide YWCP with additional two-way support in the areas of design implementation, practice and knowledge sharing, operations, school choice, and school quality.

YWCP has developed an extensive master planning document based on the insight and experiences of similar outstanding schools. The document identifies each critical start-up task to be accomplished in the year before the school's opening and maps out a timeline and work plan for the completion of each task. This living roadmap, in conjunction with visits to other excellent schools and high-quality training, will be a critical tool for the Principal and Director of Operations throughout YWCP's opening process. The document will identify detailed systems for escalating issues to the appropriate individuals and board committees. YWCP leadership will draw upon the diverse skills available through the YWLN and YWCP's board of trustees including experts in: finance, law, development, marketing, fundraising, and education. School leaders will identify benchmarks for their progress at each stage. The school's strategy in approaching the start-up phase is to anticipate the challenges that come with opening a charter school, and establish the leadership capacity to meet each one, whether planned or not.

**h. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district;**

At the conception stage of YWCP, the co-founders met with RCSD's Senior Director of School Innovation, Mary Doyle. The purpose of this meeting was to ensure that the structure and focus of YWCP as a single-gender secondary school aligned with the district portfolio plan. This meeting informed a number of decisions, and began a close relationship with the RCSD. Please find a letter of support from Mary Doyle attached in [Appendix B](#).

The District/Charter Compact described above will drive the ongoing relationship between YWCP and the RCSD. Through the compact, the district commits to:

- When possible, making the benefits of economies of scale available to charters;
- Remove obstacles or barriers that hinder the success of charters;
- Protecting autonomies of charter schools and honoring state statutes; and,
- Actively sharing demonstrated best practices with charters.

YWCP will commit to: serving all students in need (including students with disabilities and English language learners), transparency regarding student mobility and achievement, and sharing demonstrated effective practices with district schools. This relationship will allow YWCP to participate in district opportunities such as school choice fairs, and events and workshops that will benefit enrollment and staff development.

**i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.**

As of the 2010-2011 school year, 9 charter schools are operating or approved in the city of Rochester. Of these schools, only 1 currently serves grades at the high school level. Furthermore, these schools reported a combined waiting list of 1,107 students in the fall of 2010, demonstrating a great interest among Rochester parents for charter school options. YWCP will be the only public single-gender option for females in the city of Rochester. The only other option for an all-girls education is one parochial school (Our Lady of Mercy High School).



Every child is a work of art.  
Create a masterpiece.

Mary Doyle  
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Rochester City School District  
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Phone: 585-262-8215  
Fax: 585-295-2611  
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January 27, 2011

Ms. Sally Bachofer  
Assistant Commissioner for Innovative School Models  
Office of Innovative School Models  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Sally:

On behalf of the Rochester City School District, I am writing to express our support for Young Women's College Prep Charter School of Rochester. As part of the district's *Strategic Plan*, we seek to create an innovative portfolio of high-quality choices for families. We view our schools as a portfolio that must reflect the diverse needs and interests of each student, and we support schools that enhance our portfolio regardless of governance structure. There is a great need in Rochester for high-quality school options at the middle and high school levels and an all-girls public school currently does not exist.

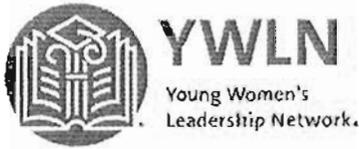
As you know, Rochester was selected as one of nine cities nationwide for support by the Bill & Melinda Gates Foundation to further the existing collaboration between the district and charter schools. In the Compact we outline the following areas of collaboration: implementation, practice and knowledge sharing, operations, school choice, and school quality. Young Women's College Prep Charter School of Rochester has engaged with the district in its planning efforts and intends to sign on to our District/Charter Collaboration Compact upon approval from the Board of Regents.

The Rochester City School District supports the partnership with the Young Women's Leadership Network and the school's core values. As we create and redesign high schools, we utilize the key design characteristics of rigor, personalization, and partnerships. The Young Women's Leadership Network is a recognized school intermediary organization that will provide educational resources and a network of support to improve the school's quality. In addition, the school's core values reflect the district's commitment to academic rigor and supporting students.

We believe that Young Women's College Prep Charter School of Rochester will provide a high-quality school option for students and families. The school is an important addition to Rochester's portfolio of schools. For further information, please contact me at (585) 262-8215 or [mary.doyle@rcsdk12.org](mailto:mary.doyle@rcsdk12.org).

Sincerely,

Mary Doyle



322 Eighth Avenue, 14th Floor  
New York, NY 10001

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[www.ywlnetwork.org](http://www.ywlnetwork.org)

January 27, 2011

Ms. Sally Bachofer  
Assistant Commissioner for Innovative School Models  
Office of Innovative School Models  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Ms. Bachofer:

On behalf of The Young Women's Leadership Network (YWLN), I am writing to express our enthusiastic support for the granting of a charter for a new affiliate school: The Young Women's College Prep Charter School of Rochester.

The Young Women's Leadership Network is committed to creating choice for students in urban public school systems. Since 1996, we have been opening all girls public schools that offer college preparatory education to inner city students. Our first school, which made history and headlines, is the highly renowned and successful Young Women's Leadership School of East Harlem in New York City. An important part of our work is to partner with school districts, parents, and community leaders to create excellent single-gender public schools as a meaningful choice in the public school portfolio. We have every confidence that The Young Women's College Prep Charter School of Rochester is going to be one of those schools.

The Young Women's Leadership Schools are all-girls public schools that serve low-income girls in grades 6/7-12 most of whom will be the first in their families to go to college. YWLN schools provide rigorous academics and a college prep focus. They are not gifted programs, but are open to girls of all academic abilities. Our five network schools serve over 2,000 girls in New York City and Philadelphia. Additionally, we have affiliate schools in Illinois, Texas, and Maryland and just recently helped launch a new all girls high school charter in Albany. We have inspired dozens of single-sex public schools across the nation. All of our schools serve a diverse student population of economically disadvantaged students.

Our personalized and holistic approach to learning incorporates student, teacher, and principal supports and enhancements. Primary among these is a full time college guidance counselor through our CollegeBound Initiative (CBI); the CBI counselor is charged with ensuring post secondary options and financial aid for every graduate. Our East Harlem school has had a 100% college acceptance rate with an average financial aid package of \$12,000 per student per year over the last 10 years. Our ever increasing web of partners and programs leverage community resources to create ongoing opportunities for under-resourced students in out of school time programs to extend their learning opportunities.

The Young Women's Leadership Schools are giving low-income urban girls and their families a choice for a first-rate public school education -- and the hope for a better future with a college education.

We are very excited to partner with Laura Rebell Gross and Brooke Stafford Brizard and their board to foster an affiliate replication for the city of Rochester. They have been working closely with our network since the inception of their school concept. We have known Ms. Gross for many years, first in her position as English teacher and then department chair at TYWLS of East Harlem and, since then, as an advisor and curriculum consultant. Because Ms. Gross is so familiar with our model and has had proven success with our students, we have the utmost confidence that she and Ms. Brizard will be able to replicate the success of East Harlem in Rochester. Ms. Gross and Ms. Brizard have been in consistent contact with us and, as of January of this year, have visited 4 of our schools, with plans for more visits in the near future.

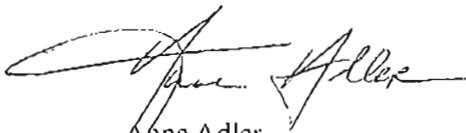
We are committed to supporting their project through, among other areas:

- Consultative support during the application and start-up phase
- Onsite support from network experts including mentoring for the YWCP principal
- Participation in network professional development
- Implementation of YWLN academic and advisory curricula
- Support and guidance in the recruitment and hiring of leadership and staff

As an educational intermediary which has been recognized at the national, state and city-wide levels for closing the achievement gap, we are confident that we will bring to bear the supports and expertise necessary to assure a world class educational opportunity for minority girls in Rochester.

We support this charter application wholeheartedly and without reservation.

Sincerely,



Anne Adler  
Executive Director

Young Women's Leadership Network



Kathleen Ponze

Director of New Initiatives

Young Women's Leadership Network

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**School Rationale:** Young Women’s College Prep Charter School of Rochester (YWCP) will open with 75 7<sup>th</sup> graders in the fall of 2012. As the only public single-gender option for young women in Rochester, the school aims not only to help close the achievement gap, but also to address the alarming challenges that girls face in the Rochester City School District. While Rochester is in need of schools with the quality and rigor to address a 50.7% graduation rate, our females also contend with non-academic issues that hinder their performance. Rochester faces a serious problem with violence in our youth population, particularly with gang violence. The Rochester City Police Department maintains a gang database to understand and address this problem. However, not one individual in this database is female. Typically, male gang violence involves more serious crimes such as shootings, homicides, and robberies, which leads the Police Department to focus more on males. However, females are involved in violent crimes as well, such as fights where they injure each other, and this violence has a tremendous and negative impact on their academic and social/emotional development<sup>1</sup>. The fact that these young women are flying under the radar with attention focused on their male counterparts means that the appropriate programs and interventions are not being developed to address their needs.

Violence is not the only issue impacting the achievement of Rochester’s young women. As described in the Prospectus, there is an astonishing teen pregnancy rate in Rochester; 11.6% of Rochester’s 15-19 year olds get pregnant (as compared with a national rate of 7%<sup>2</sup>). The young women of Rochester are in need of schools and programs that steer them away from violence and pregnancy and offer engaging and rigorous academic opportunities to help them acquire the tools they need to succeed in high school, college, and in life beyond college. As noted in the Prospectus, there is sound research supporting the benefits that single-gender environments for girls can offer. YWCP will be a school that focuses on academic success, college preparation, and leadership skills. For these reasons, the Rochester community needs and wants this school option for our girls.

## **I. EDUCATION PLAN**

### **A. Curriculum and Instruction**

During the first chartering period, YWCP will grow from grade 7 through grade 11; during the second chartering period the school will expand to grade 12 and graduate its first-fourth senior classes. The school will only add one grade per year to allow each new group of students to acclimate to the culture and rigor of the school. The curriculum and teaching model at YWCP will focus on the following areas to meet every student’s needs:

1. **Common planning time every day:** All core-subject-area and grade-level teachers will have common planning time. Common planning will allow teachers to work together to scaffold skills between courses and grade levels in the school. The resulting seamlessness and consistency will benefit all students.
2. **Small class sizes:** Wherever possible, YWCP will have small class sizes of 25 students and even smaller Advisory sections.
3. **Block time for all core courses each week:** Every core course will have block time in the schedule each week for expanded core learning time. This schedule will increase core-subject learning time without eliminating valued enrichment and elective programs.
4. **Interdisciplinary and project-based instruction:** Constructivist and student-centered approach using relevant and engaging content from the local and global community will ensure that students become critical and creative thinkers.

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<sup>1</sup> Personal conversation with Professor John Klofas, Department of Criminal Justice, Rochester Institute of Technology

<sup>2</sup> <http://www.guttmacher.org/pubs/USPTrends.pdf>

5. **Access to fine arts, music, dance, and elective programs:** YWCP will offer arts and music programs as well as a multitude of elective programs. Students will have the opportunity to pursue personal interests and talents and be exposed to specialist teachers and programs from the Rochester community. In particular, students with disabilities, English language learners, and students struggling to meet proficiency will enjoy access to these programs. They will not be denied access simply because they are receiving additional services to meet their needs.
6. **Strong Advisory Program:** As it is across the YWLN, Advisory will be a cornerstone of student success at YWCP. Students will see their Advisor three times a day.
7. **Academic Accountability Every Day:** At the end of each school day, students will have the opportunity to remain to meet with teachers, ask clarifying questions, develop new understandings and knowledge, and to work on their homework. Extended day opportunities will be structured as well as unstructured to provide these opportunities. Additionally, students will be invited to school on indentified Saturdays to work on projects and access tutoring and interventions to address their needs.

The YWCP founding group recognizes that the majority of students will enter 7<sup>th</sup> grade performing below grade level in ELA, mathematics, and other academic subjects. In order to prepare students for high school level work, YWCP will implement a rigorous curriculum with a strong middle-school focus on literacy and writing, as a large percentage of our national dropout crisis can be attributed to students lacking basic literacy skills to meet high school standards<sup>3</sup>. In order to be promoted to high school, middle school students will need to pass classes in all content areas and pass State tests. As the school launches and curriculum and assessment is refined, it is YWCP's intention to move students to a point where many can start high school coursework in the 8<sup>th</sup> grade or the summer before 9<sup>th</sup> grade.

YWCP will place great focus on literacy and the humanities. Reading and writing will be implemented across the curriculum. In particular, middle school students will participate in a writing class every day, which will be shared by all content-area teachers (i.e., one writing unit will be taught by the mathematics teacher, and another might be co-taught by the humanities teachers). One of the ways that teachers will use the Friday faculty meeting (described in the Prospectus) is to co-plan and ensure consistency and meaningful progression in the writing curriculum. The writing class will present specific opportunities to focus on needs demonstrated by students with disabilities, English language learners, and students performing below proficiency.

Teachers will work in grade and subject teams to co-plan thematic units and disciplinary links between classes. Teachers will employ cooperative inquiry-based learning techniques to create their lessons and will have the opportunity to workshop those lessons at the Friday faculty meetings. Furthermore, YWCP teachers will have access to standards-based curriculum and training from YWLN schools and will be provided with model curriculum to help inform YWCP curriculum mapping and lesson planning. Along with the academic curriculum, each member of the faculty (including the Principal) will lead an Advisory class. These classes will meet daily to focus on academic and social/emotional needs, and areas such as time management, interpersonal, and soft skills (skills that employ emotional and social intelligence). Advisory will be a critical opportunity to address special needs within the student population.

To qualify for a diploma at YWCP, high school students must successfully complete the following courses:

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<sup>3</sup> Kamil, M. L. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education.

<u>Subject</u>	<u>Years</u>
English	4
Social Studies	4
Mathematics	4
Foreign Language	4
Science	4
Fine Arts	1
Physical Education	4
Health	1
Advisory	4

In addition, students will be required to pass the following New York State Regents:

English Language Arts

Global Studies

US History and Government

Integrate Algebra

One science (Living Environment, Chemistry, Earth Science, Physics)

While students will be required to pass exams qualifying for a Regents diploma, YWCP students will receive programs to prepare them to pass exams required for the Advanced Regents diploma, which includes the same ELA and Social Studies requirements, as well as two sciences, three mathematics, and a foreign language. YWCP students will complete coursework that prepares them to pass all required NYS Regents Examinations by the end of the 11<sup>th</sup> grade. In their senior year, students will be encouraged to take electives, Advanced Placement courses, courses at local colleges and universities, and to participate in off-site internships. At the end of each year, students will be expected to participate in an annual mandated service-learning project facilitated by grade advisors. As the school approaches full capacity, a variety of electives will be offered for students to select. Such courses will be Women's Studies, Women's Literature, Civil Rights, Leadership in the 21<sup>st</sup> Century, History of Rochester, and Art History.

### Curriculum Scope and Sequence:

Grade	ELA	Social Studies	Math	Science	Foreign Lang.	Arts	Health/ PE	Advisory
7	American Literature	U.S. History	Integrated math and tech.	Physical Life and Earth Sciences	Latin Roots	Dance	My Changing Body/Fit for Life	YWLN Curriculum: Relationships
8	American Literature	U.S. History	Integrated math and tech.	Physical Life and Earth Sciences II, or Regents Earth Science	Check Point A: French and Spanish	Drama	Health/Body Image/Fit for Life Sports	YWLN Curriculum: Taking Responsibility
9	World Literature	Regents Global History & Geography	Algebra I	Regents Living Environment	Check Point B1: French and Spanish	Music	Body-Brain Connection/ Fit for Life Sports	YWLN Curriculum: Transition to High School Leadership, Career, and Early College
10	World Literature	Regents Global History &	Geometry	Regents Chemistry	Check Point B2:	Graphic Arts	Healthy Relationships	YWLN Curriculum: Making Choices and

	and ELA Regents	Geography			French and Spanish		/ Fit for Life Sports	Understanding Consequences/PSAT Prep
11	Regents Themes in American History	Regents U.S. History & Govt.	Algebra II	Regents Physics	AP Language	Art Elective	Maintaining our Health/ Fit for Life Sports	YWLN Curriculum: It's All About College/SAT Prep/Essays
12	AP English Literature/ Literature and Writing Electives	AP History/Political Science, Women's History or Economics Electives	Trigonometry, Pre-Calculus, AP Calculus, or Statistics	AP Environmental Science, or Science Research Methods	AP Literature	AP Art	How to stay Healthy in College and Beyond/ Fit for Life Sports	YWLN Curriculum: Finishing Strong, College Applications and Financial Aid

**Description of the Curriculum:**

In designing the curriculum for YWCP, the founders have consulted with the education team at YWLN and have specifically studied the curriculum currently being used at The Young Women’s Leadership Schools in East Harlem and Astoria, NY. The YWCP curriculum is an inquiry-based model. Teachers at YWCP will employ pedagogical strategies that encourage questioning and independent thinking. The middle school curriculum is specifically designed to be interdisciplinary and to allow for co-planning and co-teaching throughout the academic year. In high school, the YWCP curriculum focuses on teaching beyond the tests and preparing students for college success and leadership roles in the community. In the description of the YWCP curriculum below, the ELA curriculum is the largest in scope and the most detailed; YWCP’s founding group believes that strong reading, writing, and communication skills are the most essential components to the future success of our students.

**ENGLISH LANGUAGE ARTS**

Middle School:

English Language Arts (ELA) and Social Studies will be taught through an interdisciplinary Humanities curriculum. Incorporating the use of primary sources, fiction, textbooks, scholarly articles, poetry, and art, as well as student writing in a range of genres, this class will address the New York State Learning Standards for both ELA and Social Studies in the 7<sup>th</sup> and 8<sup>th</sup> grade. ELA and SS teachers will plan and consult in the selection of trade and fiction texts, and in the design of cross-curricular projects. The course will focus on American History in the 7<sup>th</sup> and 8<sup>th</sup> grades, while addressing the Common Core State Standards for both ELA and Social Studies.

The goal of an interdisciplinary approach to Humanities is to foster a deep understanding of the history content through both the traditional methods of Social Studies as well as the often more personal and engaging perspective of historical fiction. Likewise, the historical topics offer a focus for literary studies and provide rich applications for writing. For example, the theme of 7<sup>th</sup> grade Humanities will be *The Peopling of the Americas*. During the 7<sup>th</sup> grade year, students will focus on the diversity in culture, color, language, ethnicity, and family in both American history and literature. The year will culminate with an interdisciplinary unit on immigration, developed at the East Harlem school, and YWCP teachers will adapt this curriculum to include Rochester history. The unit involves not only English and Social Studies classes, but also Math, Science, Language, and Art.

The Humanities curriculum for the middle school is designed as a project-oriented study of American history from Pre-Columbian times through the present. It traces major political, economic, and social trends in United States history, with a particular focus on the impact of these trends on the development of our current multi-racial society. Specific attention will be given to the role of women and diverse

cultures in the shaping of our nation. Furthermore, the role geography has played in the development of the United States will be a recurring theme, and indeed the starting point, for the study. Incorporating extensive use of historical fiction, primary and secondary sources, multiple textbooks, and supplemental articles, this class will integrate the study of literature, as well as strategies for reading, within the overall historical study. The main history textbook will be the History of US series, by Joy Hakim, a lyrically written and impeccably researched series of books on American History. Supplementary textbooks will include the Young Oxford History of African-Americans and the Young Oxford History of Women in America.

Writing will figure in all aspects of this course. Daily homework and class projects will include extensive writing. Furthermore, essays will be assigned throughout the year, and will be housed in student writing folders. Learning to craft clear and persuasive academic essays is a major objective of this class. Students will be guided through writing multiple drafts of each essay. Before producing typed final drafts, students will engage in editing, revision, and conferencing about their writing. Students will also have opportunities to respond to the themes of the class through creative writing. Throughout the year students will engage in group projects, class debates, oral presentations, role-playing, and completion of an individual inquiry research project on a historical topic. Also, a number of field trips to historical sites and museums will be planned as integral elements of the curriculum. Through the wide variety of opportunities to explore, discuss, and respond to history and literature, it is the goal of this course for students to construct their own complex and diverse understanding of the early history of the United States and its impact on their lives today.

#### High School:

Through the reading and discussion of major literary texts, high school English teachers will work to nurture and develop students' language skills and to develop clarity, precision, grace, and expression in student writing. Throughout high school, students will learn to explore questions of characterization, imagery, setting, theme, structure, irony, and style to foster an accurate and critical response through classroom discussion. The English Department will select texts from the major works of World and American authors with a specific eye on theme, style, and genre. Working collaboratively with their colleagues in Social Studies and other disciplines, English teachers will select fiction and non-fiction texts that explore specific themes particular to each grade. Students will improve their skills in grammar through their extensive writing assignments. Papers will be assigned frequently, workshopped in class, and honed for quality and meaning.

Through in-depth explorations of texts and Socratic instruction, students will learn to engage with literature and non-fiction on a sophisticated level and to write in different voices and for different purposes. High School students will read at least six fictional literary works per year, including at least one Shakespearean play, as well as various non-fiction texts, essays, poems, and excerpts. Through their class discussions, presentations, written work and portfolios, students will demonstrate their engagement with and understanding of these texts.

The integration of English with Social Studies in grades 9-11 will allow students to develop critical ELA skills while exploring our multicultural world through in-depth study of historical and related fictional texts. Students studying periods of history will read various works of non-fiction and fiction to better understand the thematic linkage between history, society, and personal thought. This curriculum will use a variety of intellectual skills to demonstrate, both verbally and in writing, student understanding of major ideas, eras, themes, developments, and turning points in history. Students will master the communication skills necessary to enter their freshmen year of college through thematic based reading, writing, and discussion. Students will be able to integrate history, current events, and creative works of various cultures to synthesize their knowledge of our multicultural world and understanding of artistic expression. A project-based experiential assessment will demonstrate the students' ability to: produce in-depth

analysis of topics, master technological and traditional sources of information, and assume leadership roles. An integral experience in public speaking challenges learners' curiosity of the world around them and increases self-efficacy. In addition, portfolio assessment and more traditional tests/quizzes will provide students, parents, and teachers with a variety of sources to chart student mastery of ELA, Social Studies and leadership skills.

Freshmen will explore various forms of fiction and non-fiction, and learn to identify a plethora of literary genres. Students will increase cognitive skills, recognize primary source materials, improve reading and comprehension, and understand and utilize Standard English conventions through a variety of whole language acquisition strategies. An emphasis will be placed on familiarizing students with the habits of highly effective readers, building background knowledge, grammatical conventions, word study, and digital media literacy to develop research skills. Freshmen students will be expected to master the critical literary essay as well as other forms of writing. Sophomore learners will expand on the foundations established in the freshmen year of self-efficacy in reading and communication. Emphasis will be placed on critical thinking skills, reading rate adjustment to purpose and content, oral and note taking skills, and writing to communicate concisely. Language enrichment and descriptive communication will be emphasized. A continued and more sophisticated use of technology to explore our world and present projects will be expected. During their sophomore year, students will hone their skills in comparative literature and explore literary elements in texts. Juniors will become confident with critical material involving a variety of essays, narratives, charts, and graphs. A continued emphasis on vocabulary building, conventions of Standard English, and reading for a variety of purposes will prepare students for their college experience. Students will continue to build listening skills with lectures, presentations, and speeches. Students will take the ELA mock Regents in the first term of 11<sup>th</sup> grade and will focus on any deficiencies based on an item skill analysis. All 11<sup>th</sup> graders will aim to pass the ELA Regents with a score of 75 or better.

All students will take four years of English. Upon successful completion of the ELA Regents with a score of 75 or better, students will be eligible to enroll in senior electives such as drama, or poetry, or they will pursue dual enrollment in electives and Advanced Placement classes. Seniors will strengthen complex cognitive analysis of materials, perfect research skills, and create a variety of projects and presentations.

## **SOCIAL STUDIES**

### Middle School:

See Humanities course description in ELA section above.

### High School

Co-mapping with ELA teachers will allow high school history teachers to create rich connections between ELA and the themes of history being investigated. Students will follow the Regents curriculum in the sequence of Global History I, Global History II, U.S. History, and Economics/PIG. A further resource will be the CUNY Curriculum Women in American History II for high school students. Beginning in Grade 11, qualified students may self select to register for dual enrollment in Advanced Placement or college credit courses. Four years of history will be a requirement for each student.

Freshmen students will explore World History in terms of the social behavior of those who have previously inhabited Africa, Europe and American continents. Students will learn why certain cultures, civilizations, religions, and philosophies became extinct while others survived to become the foundations of our modern world. Sophomore students will explore the history of the Modern World focusing on the geographical, economic, and social factors that have created our global society. Junior students will study the United States, New York, and Rochester. This exploration will be conducted through readings, media, and field trips. Local field trips will include visits to Seneca Falls, Susan B. Anthony House, the Memorial Art Gallery, and Rochester's Geva Regional Theatre. The course will examine the American

multicultural context and the way people's values, practices, and traditions unify our society. This course is designed to show history as capable of change. Senior students will study the world of today; how the United States and the rest of the world function as a whole. Source documents, media, and popular literature will be accessed to provide a deeper understanding of the multicultural world that we inhabit. All students will develop proficiency in: analyzing various forms of conflicts and resolutions, and debating conflicts in history through oral and written venues. This curriculum meets the National Council on Education and the Economy (NCEE) mandates and exceeds the NYS Social Studies Learning Standards (SSLS).

## **MATHEMATICS**

At YWCP, students will develop all components of "mathematical proficiency."

- Conceptual understanding - comprehension of mathematical concepts, operations, and relations;
- Procedural fluency - skill in carrying out procedures flexibly, accurately, efficiently, and appropriately;
- Strategic competence - ability to formulate, represent, and solve mathematical problems;
- Adaptive reasoning - capacity for logical thought, reflection, explanation, and justification; and,
- Productive disposition - habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy<sup>4</sup>

The YWCP mathematics curriculum is designed to make mathematics accessible to all students while still challenging the most able students. YWCP mathematics classrooms will be characterized by active learning, the incorporation of applied mathematics in the classroom, and teaching primarily via collaborative small group investigations. Each year, student will advance their mathematical proficiency along multiple strands of mathematics: number and operations, algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics. Integrated content will help students make powerful connections and nurture their differing strengths and talents. Students will apply math theory to project-based learning and interdisciplinary work. The purposeful use of technology throughout the curriculum will enable an emphasis on multiple representations and a focus on mathematical thinking and problem solving.

### Middle School

Middle school marks a time of intense emotional, physical, and intellectual development. YWCP will make mathematics a creative, integrated, interesting, and useful course of study. The YWCP founding group believes students learn better if they are continuously challenged in a supportive environment. YWCP's ultimate goal is to assist students to increase and improve their mathematical competence, number sense, attitude, motivation, and interest and to break through the cultural gender stereotype that girls do not like or cannot do math.

In order to motivate and engage each student, the middle school math teachers will incorporate various learning styles into daily lessons. Teachers will provide lessons that involve reading, writing, and group discussions. The curriculum will also cover mathematics in the areas of personal and community economics. An important technology component will include the use of the mobile classroom, classroom computers, scientific calculators, game based technology, and graphing calculators. Computer programs will include Internet resources. Excel and Geometer's Sketchpad. Each student will have a math journal, a mental math section, and will participate in the Middle School Math Fair.

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<sup>4</sup> Jeremy Kilpatrick, Jane Swafford, and Bradford Findell, ed., *Adding it up: Helping children learn mathematics* (Washington DD: National Academy Press, 2001), p. 116

The YWCP goal is to continuously test at proficiency or above on all New York State exams. A two-year course will teach the topics included in the New York State Performance Standards: number concepts, geometry, measurement concepts, function and algebra concepts, statistics, probability, problem solving, reasoning, mathematical skills and tools, mathematical communication, and putting mathematics to work. In addition, much of the YWCP curriculum will strive to meet the National Council of Teachers of Math (NCTM) standards, which are similar to New York State Standards, but also include proof, connection and application, and representation. The curriculum also aligns with 7<sup>th</sup> and 8<sup>th</sup> grade NCEE mandates. Finally, to address the needs of accelerated and struggling students in particular, YWCP will offer a variety of before/after-school programs including self-paced software for practice, a Math Team (“Mathletes”), and Math Lab.

### High School

High school develops the foundation for undergraduate study and serves as a vehicle for students to understand their world. As our students learn mathematics, a special emphasis will be placed on real world applications or applied mathematics. Math classes will employ the principles of constructivism along with traditional mini lessons. Consistent with the theories of constructivism, students will learn math as an experiential process. By using inductive reasoning, students will be instructed to draw general conclusions from specific examples and observations.

The New York State Performance Standard number seven emphasizes the verbal nature of mathematics. YWCP students will practice “accountable talk” - constructive conversations about mathematics in the classrooms, written explanations, summaries, presentations and math journals. The students must be empowered to communicate mathematical content and concepts effectively. Mathematical vocabulary will be incorporated into each lesson. In addition, the use of meta-cognition will be employed. Students will have to examine the processes (algorithms) and re-evaluate the thinking process involved in mathematics. Each semester, students will produce a culminating report and participate in a math fair. The fall report will be titled Women’s Contributions to Mathematics, and the spring report will be a math-science interdisciplinary project, titled Mathematics Applied to the Real World.

The curriculum involves four mandated years of mathematics, and is structured with the sequence of Algebra I, Geometry, Algebra II and a senior year of either: Trigonometry, Advanced Placement Calculus, or Statistics for all students. There will be instructional time dedicated to students’ experience with technology, which supports mathematics. This will include scientific graphing calculators, and mathematical software such as Geometer’s Sketch pad, power point, and the use of the Internet to facilitate instruction.

### **SCIENCE**

Young women are not told early and often enough that they can succeed in the sciences. This harmful message, along with the pervasive alienation from nature for which urban students are at risk, make science education critically important for minority women. As much as possible, YWCP seeks to connect students to the world outside their neighborhoods and groom them to become stewards of the earth. This can only be accomplished by providing opportunities to experience the world of nature, encouraging students to get their hands dirty. Science field research will open new universes of exploration and possibility to students.

In every grade, students will be exposed to Rochester’s rich resources in the sciences. Exposure to these resources will help to impress girls at an early age with their potentiality in the sciences, a field in which they are woefully underrepresented. In particular, YWCP will take advantage of the resources and expertise at Rochester Institute of Technology, The Rochester Museum and Science Center, and the Seneca Park Zoo. Rochester is also home to a number of world-wide companies with expertise in the sciences, such as Kodak, Xerox, and Bausch and Lomb. YWCP will bring professional minority women

in the fields of STEM into the classroom for mini seminars, ‘lunch and learns’, and Q and A to overcome some of the pernicious cultural gender stereotyping to which students are vulnerable.

#### Middle School

Science education in the middle school will integrate all three scientific areas (earth, life, and physical sciences). All strands will have laboratory components. Students will be educated in understanding fundamental science concepts. These concepts will be approached by means of guided inquiry- and discovery-based learning and hands-on activities. The science curriculum will give students the opportunity to explore, visualize, question, and connect science concepts that can be very abstract. Assessment will include exams, quizzes, lab notebook, lab report, presentations, projects, and science fair projects. Students will be asked to teach their classmates a scientific concept. Students will present science fair projects to their peers, teachers, and parents.

The curriculum will also complement other subject areas. In math, students will gather, graph, and interpret numerical data from laboratory experiments. In literacy, students will maintain a laboratory write-up folder written in the student’s own words. Students will compose two science research papers per year. Students will rewrite the discussion section of a lab experiment of their choice in a creative format. The course will include outside material such as science articles from newspapers, magazines, journals, and books. In art, students will also create posters or models related to what they are learning.

#### High School:

All students will be expected to complete four years of high school science instruction and meet the Regents diploma standards for science, which includes a minimum of one science Regents exam. Science education in the high school will build on that of the middle school. For example, students will write four laboratory reports instead of two. Science discussions will develop into learning how to gather the evidence to make cogent scientific arguments using the scientific method. Beginning with grade 11, students will have the opportunity to dual enroll in Advanced Placement or college courses for which they qualify. Connections to the STEM world in Rochester will afford students opportunities for hands-on science internships and science field research. Students will be mentored and encouraged to enter any and all STEM competitions (e.g., First Robotics) available to them in the city of Rochester and beyond.

#### **FOREIGN LANGUAGE:**

Learning a foreign language increases students’ linguistic ability in their own native languages, exposes them to other cultures, and opens new vistas of intellectual exploration. Language and culture should not be segmented if students are to become proficient. The Language program will use several resources to obtain and share information, ideas, and feelings. Students will leave the foreign language classroom able to communicate confidently using authentic language. A standards-based instructional program will be implemented based on the five C’s of foreign language learning: Communication, Culture, Connections, Comparisons, and Communities. As per the New York State LOTE standards, communication in the target language will be of the utmost importance. An oral proficiency exam will be given at the end of 8<sup>th</sup> Grade to eligible students (Checkpoint A). The students will meet the Performance Standards for New York and National standards. Students will be able to communicate, experience culture, make connections, make comparisons, and use the target language in their communities. These students will receive two units of high school credit and begin their high school studies at Checkpoint B. All students will complete four years of foreign language. If they are proficient in language by 11<sup>th</sup> grade, students will have the opportunity to take AP language and literature courses.

#### Middle School

In 7<sup>th</sup> grade, students will take a course in Latin roots taught by the second language teacher using a proven YWLN curriculum. This course will provide the basis for their study of foreign language in subsequent years, as well as help them to understand the roots of English vocabulary and language.

Students will be placed in Spanish or French upon entering the 8<sup>th</sup> grade. During this survey course, they will obtain a basic understanding of the Spanish or French language. Students will be expected to identify Spanish/French-speaking countries and learn about their individual culture and customs. The students will take the 8<sup>th</sup> grade Spanish or French proficiency exam, which will determine their Spanish or French placement in high school.

### High School

All students will be able to communicate in the target language and will take the appropriate language Regents Exam by the 11<sup>th</sup> grade. They will be divided into two groups, Spanish/French-speaking students and non-native Spanish/French students. For freshmen, Spanish/French will start on Level I or II. Students will maintain a portfolio folder, which will include extended writings, projects and artwork, and a composition notebook for notes and homework. The portfolio will be used for self-assessment as well as class and parental presentations. The portfolios and notebooks will accompany the student through her language study. Spanish/French students will sponsor a multicultural evening for parents, staff, and families. Sophomores will be expected to communicate in the language and will be encouraged to use the target language when in class. They will be offered the opportunity to use their knowledge on a trip to a foreign country, where they will engage in an enriching experience that is both educational and recreational. Students will also correspond via the Internet with a school in the country of their choice. Additionally, students will maintain portfolios and notebooks. Juniors will speak and function in a Spanish/French -speaking environment and they will learn basic facts about the culture's people, media, and current events. They will be immersed in the language. They will visit museums, attend theater functions and will be given the opportunity to visit a Spanish or French-speaking country. This will enable them to compare and contrast cultures, use the language, and interact with the people of that particular country. Students who have passed the Regents will have the opportunity to take AP Language and AP Literature.

**TECHNOLOGY:** College and career ready students need extensive exposure to and training in the ever-evolving world of technology. Technology will be infused across the curriculum through the use of laptop carts, computers in the classroom, tablet technology, and smart board technology. A scaffolded approach to skills will begin in grade 7 with a focus on keyboarding, Word, Excel, and Power Point. The 8<sup>th</sup> grade will address issues of digital citizenship as well as Web 2.0. At the point of capacity the school will have a library media center technologist to explicitly teach the skills of digital citizenship as well as Web 2.0 to the staff for use across the curriculum with students. Staff will learn cloud computing, collaborative environments, game-based learning, augmented reality, flexible displays, and any other innovations which are sure to evolve. Students will be able to produce their own digital portfolios by graduation.

**ARTS:** In grade 7, YWCP will offer dance as an interdisciplinary PE/Arts course. In grade 8, drama will be offered, again as an interdisciplinary course. Visual arts will be incorporated across the curriculum and will include many visits to museums and exhibits. Teaching artists will be brought in on a schedule to expose students to a wide variety of artistic endeavors. Students will attend live dramatic performances and will create their own performances in Humanities. There will be many additional opportunities to explore the arts in YWCP's extracurricular program offerings. In high school, students will have the opportunity to explore the arts through technology, visual art classes, drama, and dance instruction. YWCP will take advantage of the many artistic cultural opportunities in Rochester and partner with Rochester Artisan Works, The Memorial Art Gallery of Rochester, Geva Theatre, and various art and music festivals to create opportunities for students.

**HEALTH/WELLNESS:** The health and wellness curriculum will be folded into Advisory and PE classes. In Middle School, teachers will use the curriculum, "*Full of Ourselves: A Wellness Program to*

*Advance Girl Power, Health, and Leadership*,” developed by Catherine Steiner-Adair and Lisa Sjorstrom. With this program, students will learn to value and accept their own bodies, eat in healthful ways, and develop a range of coping skills for resisting unhealthy peer and cultural pressures. Furthermore, Advisors will pull from a range of resources to work with students on an understanding of sexual health and knowledge that include pregnancy prevention, STD prevention, and HIV –Aids prevention. In High School, students will utilize Rachel Simmon’s curriculum from the Girls Leadership Institute to learn coping skills for psychological wellness, communication, and bullying /violence prevention. YWCP will draw on the great amount of expertise in the Rochester medical community to support curriculum and services, including the Threshold Center for Alternative Youth Services, which has promoted holistic adolescent wellness in Rochester since 1973. Threshold offers three primary interrelated service programs: health care, prevention services, and their Learning Center - offering job readiness. Threshold fosters improved physical and mental health, educational attainment, employability, life skills, and healthy choices for youth and young adults ages 12 – 25. YWCP will draw from Threshold’s guidance and expertise, and discuss the potential of the Center providing direct services.

**ADVISORY:** Advisories will serve as the heart of YWCP’s culture and focus on the whole girl. Because the school is Young Women’s College Prep, Advisories will be named after specific colleges and each year the Advisory will pick an inspirational woman model themselves after. The Advisory curriculum, adopted from Young Women’s Leadership Network, is centered around five core areas of focus: Leadership Development, Organization and Study Skills, School Culture and Community, Health and Wellness, and College/Career Prep. In addition to the YWLN curriculum, Advisors will have access to a library of materials including AMA Girls’ Guide to Becoming a Teen, Rachel Simmon’s Curriculum: Girl Meets World, and the Soft Skills 101 Curriculum by Emily Wylie from TYWLS of East Harlem. In addition to 30 minutes dedicated to Advisory each day, students will also begin and end the day in their Advisory groups. Advisors will serve as advocates for their individual advisory students. A student’s Advisor is her first line of defense, the adult in the building who knows what’s happening with her both personally and academically and helps her to communicate her needs with parents and teachers.

**COLLEGE PREP:** Preparation for college is at the core of YWCP’s school mission and values. College awareness begins during new student orientation in the summer prior to beginning the 7<sup>th</sup> grade, as described in the Prospectus (Nazareth College has agreed to host these summer orientations). In the 7<sup>th</sup> grade, students will participate in visits to colleges and universities as well as discussions in every class about collegiate academic life and expectations. It is the expectation that every YWCP student will be accepted to a four-year college and possess the tools necessary to succeed once she is there. In the middle-school, teachers and advisors will incorporate lessons from the National Association for College Admission Counseling (NACAC) curriculum “Guiding the Way to Higher Education: Step-By-Step to College Workshops for Students.” In the fourth year of YWCP, as students begin grade 10, the school will add a full-time college guidance counselor, supported by philanthropic funds (based on the YWLN model). This person’s job will be to personally guide all students through the specifics of the college process, including SAT preparation, applications and essays, and financial aid.

As described in the Prospectus, structures, programs, and personnel will be in place to serve the needs of students with special needs. Central to all curriculum and instruction will be entry points to meet the needs of all learners, including students performing below proficiency, special education, and ELL students. These entry points will include the incorporation of literacy and writing across the curriculum as well as the use of technology. A wide variety of accommodations and interventions, including audio and visual resources (e.g. Dragon – speech to text, Kurzweil –text to speech, and Ginger – grammar support), will strengthen and deepen understandings of material. Other resources, such as graphs, thinking maps, planners, review sheets, and grading rubrics will support skill development and content acquisition. Audio and visual resources will strengthen and support better understanding of material and will accessed

independently or during class time. The staff will pay close attention to special education students, at-risk students, and ELL's, and will provide the additional support those students need to meet graduation requirements and become college-ready. Special Education and ESOL teachers will provide support for all teachers in differentiated instructional techniques.

**INDIVIDUAL LEARNING PLANS:** As described in the Prospectus, all students in the school will have an Individual Learning Plan (ILP), a living document monitored by the students' Advisors and designed to address the specific strengths, interests, and areas of concern for each student. The ILP will be used in consultation with parents and the students themselves. They will be housed in the student's Advisory rooms, as well as on a digitalized web program, and they will be updated and consulted on a regular basis. The staff and Principal will use the Friday faculty meeting as an opportunity to assess each student's progress and to determine academic intervention strategies needed.

**B. School Calendar and Daily Schedule**

Young Women's College Prep Charter School will be open for instruction 195 days for the 2012-2013 school year. Faculty will report on August 6, 2012. The first day for students will be on August 27, 2012. The last day of school will be on June 28, 2013. We will dismiss early on Friday afternoons, leaving staff with two hours each week for professional development and planning. One staff development day is planned for the beginning of the second semester. Holidays will be aligned to the Monroe County school calendar. Saturday classes will be available for students as indicated on the calendar. This calendar is for planning purposes only and is subject to change. A final calendar will be submitted upon approval.

The YWCP school day will begin at 8 am and end at 4 pm. The extended school day allows for longer classes and more instruction. Free breakfast will be available to all students from 7:30 to 8am. Sample 7<sup>th</sup> and 9<sup>th</sup> grade daily schedules are available in Attachment 3. The proposed 2012-2013 calendar is included in Attachment 4.

**C. Target Population**

The following table illustrates YWCP enrollment through the school's first charter. The school will serve 75 students in the 2012-2013 school year, and will add a 7<sup>th</sup> grade each subsequent year. The first senior class will graduate in the first year of YWCP's second charter.

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
7 <sup>th</sup>	75	75	75	75	75
8 <sup>th</sup>		75	75	75	75
9 <sup>th</sup>			75	75	75
10 <sup>th</sup>				75	75
11 <sup>th</sup>					75

YWCP enrollment policies will reflect an understanding of and attention to attrition trends. YWCP anticipates attrition to be most pronounced in the entry grade level. Therefore, YWCP proposes to enroll 80 students in 7<sup>th</sup> grade at the start of each school year. This will allow the school to fulfill a target enrollment of 75 without filling seats midyear, which creates a situation that is potentially disruptive to school culture and student learning. YWCP does anticipate limited attrition in later grades, but expects that this will occur mostly in the summer, opening seats in the fall to maintain the target of 75 students in each grade. The YWCP budget will always assume an enrollment of 75 in each grade.

These enrollment targets are quite realistic. As described in the Prospectus, Rochester parents seek multiple alternatives to the RCSD, including 1,774 students in charters (1,107 on waiting lists) and 1,498

students in parochial schools. The only single-gender parochial school for females in Rochester, Our Lady of Mercy High School, enrolled approximately 130 students from Rochester in the 2010-2011 school year. A tuition-free single-gender option with uniforms and a rigorous college prep model is likely to attract similar or greater interest.

YWCP will implement YWLN's proven model for successfully serving the needs of an under-resourced, minority population in a college prep environment. The YWCP founding group anticipates that the majority of the entering student population will be minority, with Title I status, which can be qualified as "at-risk" in light of this population's current performance in the RCSD. In 2010, only 26% of 3-8 grade students scored at level 3 or 4 on the New York State ELA exam; the number is only slightly higher in mathematics at 28%. The 2006 Total Cohort (2010 graduating class) graduation rate for the District was 50.7%.

As described in the Prospectus, YWCP will focus student recruitment efforts on the northeast zone of Rochester, where the vast majority of students are minority and qualify for free and reduced price lunch. While these demographic statistics parallel that of TYWLS East Harlem, the achievement data is far from similar, with TYWLS East Harlem's 96% graduation rate more than doubling the rate for the northeast zone of Rochester (45.8% for the 2005 Cohort). Through a mission focused on college-readiness and enrollment, a strong affiliation with YWLN, and a rigorous implementation of the curriculum and teaching methods outlined above, YWCP anticipates enrolled students to dramatically outperform the current graduation rate of northeast zone schools and overall RCSD.

#### **D. Assessment**

Aligned with the school mission and overall educational priorities of college prep, assessment will be used as an instrument of continuous improvement to drive student achievement. Assessment will be used to continuously raise the bar for each student and to determine the supports necessary to reach the next level. YWCP will draw from formative, project-based, portfolio, periodic (interim), and summative assessments to assess student performance and respond accordingly. Students will take all required New York State Assessments (7<sup>th</sup> and 8<sup>th</sup> grade exams and Regents exams), including those identified for Special Education students and English Language Learners (as detailed in the Prospectus).

The school will aim to meet or exceed all State measures of accountability. The assessment system will be designed to assure that students experience success on a regular basis as they move toward more and more demanding assessment goals. An intake assessment will be administered upon enrollment, and students will receive diagnostic testing each year to assess their reading and math levels. Ongoing formative and periodic assessments will measure progress, and appropriate test preparation will be provided to make sure students are adequately prepared to sit for State ELA, Social Studies, Math, and Science exams. In addition, the school will use its own writing assessment as a feature of the school-wide literacy plan. Formative assessments will be utilized constantly by the classroom teacher to track progress toward learning objectives. The data from these formative assessments will be shared with 1) students, so they are aware of the progress they are making and the areas where they need to focus, and 2) faculty and administration at the Friday faculty meeting. The staff will use the formative assessment data to drive discussion around planning, including interventions that particular students require. They will also use the data to identify areas where faculty might need professional development and support.

Professional development will focus on techniques to help teachers collect formative information on student learning, such as "traffic lighting" (having students indicate their ongoing understanding by displaying green, yellow, or red "traffic lights" throughout the class period), use of randomized methods to probe individual understanding of group projects and reports, use of white boards to display student knowledge, and questioning techniques to probe student understanding. YWCP will also emphasize techniques for providing formative feedback to help students guide their own learning, such as comments-

only grading and student use of rubrics to monitor their own and their peers' understanding of the concepts.

In the high school, students will continue to work on skill and content deficits as they prepare for the Regents exams. The school will continue to use formative and periodic assessments to provide feedback to students, and to plan instruction. Results from mock Regents exams and item skills analysis will create the basis for analysis and planning at the Friday faculty meetings, which will result in targeted instruction and interventions to meet students' needs.

Individual progress will be tracked through each student's Individual Learning Plan (as described earlier and in the Prospectus). Each young woman will receive regular feedback regarding her progress on each standard, indicating her strengths and including specific suggestions for how to improve in areas of need. YWCP interim and quarterly progress reports will indicate the performance level of each young woman on each standard assessed to date. Report card grades will directly reflect the extent to which a young woman has met course standards. Once all standards to date are met, young women will be encouraged to work toward exceeding standards.

The YWCP founding group is currently identifying an appropriate online data management or student information system, which will serve as a platform for aggregating and analyzing student data. Teachers will access multiple reports and visual representations of student data at the classroom, group, and individual levels. This platform will allow for timely access to data in a format and presentation that will help to drive planning, instruction, and intervention. This will also be a resource for the Principal and administration to draw upon when planning professional development and evaluating teachers.

#### **E. School Climate and Discipline**

**School-Student-Parent Compact:** YWCP's founders recognize that the commitment and involvement of parents in their daughters' lives is an essential element to students' success. Because of this, YWCP asks all students and parents to sign a School-Student-Parent compact (see Appendix A) that spells out academic and behavior expectations and requirements for all students. All families are asked to read and sign the compact at the beginning of the year. Advisors will remain in constant contact with the family, involving parents and guardians in any academic and behavioral issues that must be addressed.

#### **Young Women's College Prep Charter School of Rochester: Code of Conduct**

The aim of Young Women's Charter Prep Charter School of Rochester is to develop a sense of responsibility in each individual. The Code of Conduct is intended to give students as much freedom as possible within a limited set of rules. Violation of this code will be met with disciplinary action. What follows is a sample of core non-negotiable policies (the full list will be available at the capacity interview).

- Leaders are considerate of all staff and of all adults and students who are part of the school community. Each of us, students and staff alike, are responsible for keeping halls, stairways, and rooms neat.
- Leaders will be helpful to any visitors or members of our local community.
- Leaders will be mindful of others in the building, especially when they are moving between classes.
- Leaders will be careful in their choice of words. Some language may be hurtful and offensive to others. Offensive language has no place in our school.
- Leaders do not engage in fighting or physically aggressive behavior. Such conduct is grounds for suspension or more serious actions.

#### **Three Central Rules of YWCP**

Students, teachers, and staff will be responsible for creating a learning environment that is respectful of

all people within the school community. Critical to the success of YWCP will be a clear understanding of the school's Code of Conduct and expectations for behavior, and consistent consequences for students who do not meet those expectations. Through the YWCP Advisory program, students and faculty will have open conversations about the Code of Conduct, expectations for behavior, and appropriate consequences for inappropriate behaviors, as well as rewards for positive behavior. The goal of this discussion is not to negotiate the rules, but rather to explain to students why these rules are important to building YWCP culture and creating academic success for all students. Students will have the opportunity to reflect on the rules and to provide input into the specific consequences for not meeting expectations. The goal is to create an environment where students feel that the policies of the school are fair and just, and they understand how a violation of these rules negatively impacts the school community as a whole. The three central rules of YWCP are simple:

1. Leaders are expected to arrive at school on time every day.
2. Leaders will come to school in full uniform every day.
3. Leaders will respect all members of the YWCP community inside and outside of the classroom.

The YWCP Code of Conduct and three central rules translate into clear behaviors and actions. The observation of these behaviors and actions will help the Principal to determine satisfaction with the culture and climate. A detailed system is in place for response to a violation of these rules at any level (this will be available at the capacity interview). The behavioral management approach at YWCP will always focus on problem solving with the student to identify the source of the problem behavior. This does not mean that actions will not result in consequences, but the YWCP founding group also recognizes that the behavior will rarely cease if the core issue is not solved.

## **II. ORGANIZATIONAL PLAN**

### **A. Governing Body**

**Structure:** The Young Women's College Prep Charter School of Rochester Board of Trustees (the "Board") will be accountable for effectively governing the school in accordance with Federal, State, and local laws and regulations, the school's charter, and the by-laws of YWCP. The Board will be responsible for:

- 1) The recruitment, hiring, and evaluation of a school leader who can hire a faculty and staff and lead the school successfully toward its mission of sending all students to college;
- 2) Developing, implementing, and monitoring the academic and organizational policies of the school in alignment with the YWCP mission and vision;
- 3) Ensuring that YWCP acts in full accordance with relevant Federal, State, local and charter laws and regulations;
- 4) Acting as liaison to the state charter authorizer;
- 5) Preparing for, attending, and participating in Board and committee meetings;
- 6) Serving as a resource of counsel to the school leader and other Trustees;
- 7) Monitoring progress toward the school's academic goals through visits and reports from the school leader;
- 8) Providing appropriate oversight of all financial aspects of the school, including approving the budget and audit;
- 9) Identifying and cultivating funding sources for the organization;
- 10) Developing the school's strategic plan;
- 11) Participating in disciplinary hearings; and,
- 12) Hearing complaints pursuant to §2855(4) of the Charter School Law.

The Board is comprised of a diverse group of uniquely talented community members, Young Women's Leadership Network representatives, and philanthropists. Each member represents a key area of expertise necessary to effectively govern a charter school. The complete YWCP Board will consist of approximately 12 members, with five standing committees:

1. **The Executive Committee** will include the four Board officers (Chair, Vice Chair, Treasurer and Secretary). Its role will be to oversee goal setting and agenda development and to serve as a preliminary sounding board for the Board Chair and Principal. The roles of this Committee also include making decisions on behalf of the full Board and serving as a communication link with other members of the Board, particularly the committee chairs. This Committee will also recruit and vet new Trustees.
2. **The Finance Committee** will be the Board's primary committee for oversight of the school's finances. The Committee will consider and make recommendations to the Board on matters relating to the school's finances, including the annual school budget, resolutions for fund transfers, contracts, and facilities. The Committee will also review financial statements on a monthly basis and coordinate annual independent financial audits,
3. **The Audit Committee** will ensure that the Board continuously functions in a highly-effective manner. The Committee is responsible for Board development and self-assessment and identifying gaps that must be addressed. This Committee will conduct an annual orientation for all Trustees.
4. **The Performance Review Committee** will continuously review the effectiveness of the school on numerous measures, and conduct the annual performance evaluation of the Principal.
5. **The Development Committee** will advise the Board and staff of the school on all matters pertaining to fund development and will oversee and coordinate the ongoing fund development efforts of the school.

The Chair and Vice Chair may sit on any committee ad-hoc. The Chair will appoint ad-hoc committees as necessary. The Board will not be comprised of less than 7 or more than 20 members who are elected by a majority of Trustees currently in office. In accordance with NY State charter school law, the full Board will meet every month. Board committees will meet separately at least 4 times per year. Trustees will serve 3 year-terms. The Board may remove a Trustee in accordance with the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law.

**Fulfillment of Responsibilities:** While day-to-day management of YWCP will be delegated to the school Principal and her/his team, including the Director of Operations, the Board maintains authority over the charter school and remains accountable for the financial, organizational, and academic health of the school. The YWCP Board will fulfill its governance responsibilities through the consistent and comprehensive implementation of the by-laws (Attachment 5) and Code of Ethics (Attachment 6). This includes monthly meetings and regular committee meetings. Standing and ad-hoc committees will address the work the Board must engage in to ensure the short and long-term academic, operational, and financial success of the school. Committees must be chaired by a Trustee, but may expand beyond Trustees to draw from targeted expertise within the community.

**Trustee Job Description:** The Board may elect any person it believes will serve the interest of YWCP faithfully and effectively. Qualified candidates will: 1) be 18 years or older; 2) demonstrate a commitment to the health of the Rochester community; 3) believe that all children can learn and succeed in an educational setting; 4) commit to the mission, vision, and goals of YWCP, in particular the goal of sending every graduate to college; 5) represent a specific and unique area of expertise, which will contribute to the effectiveness of the collective Board (e.g., education, law, finance, development, real estate, marketing, health); 6) demonstrate integrity and ethical behavior in all aspects of life; and, 7) possess the ability to regularly attend and contribute to Board and committee meetings.

## **B. Founding Group Composition**

The founding group and founding Board of Trustees for Young Women's College Prep Charter School of Rochester represents a talented and committed group of individuals who have the capacity to establish a

comprehensive plan for the school, implement this plan in the year before opening, and govern the school through its growth moving forward. These individuals include:

**Laura Rebell Gross** (lead applicant, co-founder, Vice Chair of Board of Trustees) has had a 15 year career as an educator, which includes 7 years of experience as a teacher and Head of the English Department at The Young Women's Leadership School of East Harlem. Ms. Gross currently works as a consultant in the areas of curriculum and staff development. She has held a position on the Young Women's Leadership Board of Trustees for the past 7 years.

**K. Brooke Stafford-Brizard, Ph.D.** (co-founder, Trustee) has worked in urban education for 12 years as a middle school teacher, within The New York City Department of Education as Director of Research in the Teaching and Learning division, and is currently a consultant supporting schools and organizations in the practice of knowledge management (codifying and sharing effective practice).

**Kathleen Ponze** (founding group) is the Director of New Initiatives for the Young Women's Leadership Network and former Principal of The Young Women's Leadership School of East Harlem. Ms. Ponze has supported the development and opening of more than ten schools, including the hiring of several principals.

**Daniel Deckman** (founding group) is the former Chief Operating Officer for the True North network of Uncommon Schools in Rochester, NY and currently consults with operating and prospective charter schools in Western New York.

**Duffy Palmer** (founding group, Chair of Board of Trustees) is currently a Vice President with Global Partnership Schools. He was a classroom teacher for over 30 years with several certifications. Mr. Palmer served as Director of Education Policy and was promoted by Former Governor Paterson to Deputy Secretary of Education, the most senior advisor to the Governor on education issues and initiatives.

**Erika Duthiers** (founding group, Trustee) is Associate Counsel for the Rochester Institute of Technology. She has also worked with Nixon Peabody, a large law firm active with non-profit organizations, bringing that critical perspective to the Board.

**Flor Colon** (Trustee) is Associate Counsel for Xerox. Ms. Colon was a member of the founding Board of Trustees for the Maria Eugenio de Hostos Charter School in Rochester, NY.

**Howie Jacobson** (Trustee) is a managing partner at the Dixon Schwabl Marketing firm and an active community member who also sits on the Boards for Hillside Work-Scholarship and Golisano Children's Hospital.

**Dennis Kessler** (Trustee) is co-owner of Kessler Restaurants LLC and Professor at the University of Rochester William E. Simon Graduate School of Business Administration and Director of the Entrepreneurial Studies Program.

**Jennie Schaff** (Trustee, Secretary) is an Associate Professor at Nazareth College with expertise in the field of educational technology. Dr. Schaff has sat on the Board of ARC of Monroe County and served actively on numerous committees at Nazareth College surrounding the areas of civic engagement, social justice, and service learning.

**Tonya Taylor** (Trustee) has held a number of positions contributing to the improvement of areas across the Rochester community. Currently the Development Director at The Harley School, an independent school in the Rochester community, Ms. Taylor formerly worked as Executive Director of the Newark Wayne Community Hospital Foundation and as the Director of Marketing and Community Services for the Health System. Taylor formerly served as Director of Development and Communications for Wilson Commencement Park.

**Jennifer Vossler** (Trustee, Treasurer) is Vice President and Controller at Paychex. Ms. Vossler has over 25 years of progressive finance experience. She has held various executive and senior management positions with responsibilities including management of external reporting, internal control systems, international finance functions, banking and treasury operations and corporate accounting and planning.

**Susan Solomon** (Trustee) is a former Vice President of Marketing for Mercer Management Consulting in New York City. Currently a philanthropist, Ms. Solomon is active on the boards of Sesame Street,

National Public Radio, and the Peace Corps. Ms. Solomon is a longtime supporter and donor to the Young Women's Leadership Network.

**Ann Rubenstein Tisch** (Trustee) is the President and Founder of Young Women's Leadership Network. Ms. Tisch took her vision for a public single-gender school for girls and transformed it into a network of some of the most high-performing schools in New York City and beyond. Ms. Tisch's vision and expertise in the area of public girls' education is an enormous asset to the YWCP board.

Attachment 7 includes bios for each founding group member and Trustee; Attachment 8 includes Trustee Statement of Assurances; and, Attachment 9 includes complete Requests for Information from prospective Trustees.

The YWCP Board will commit to involving the greater YWCP community of parents, faculty, and staff in the governance of the school. The Board will directly involve YWCP parents in committee work to ensure that their perspective is always represented in the development of policy and activities impacting the school. The Principal and Director of Operations will sit as non-voting members of the Board, and key faculty and staff members will be recruited to serve on committees that will benefit from their experience and guidance. When making decisions, committees will be charged with and held accountable to engaging the greater school community to incorporate their input. The YWCP Audit Committee will meet quarterly with parent representatives, and conduct an annual needs assessment focusing on parent needs and feedback. YWCP will abide by all the Title I parent involvement policies.

All Board meetings will follow the Open Meetings Law, and the Board will regularly publicize these meetings within the YWCP and greater Rochester community. The majority of meetings will be held in the school building. The date, time, and location of upcoming Board meetings will be posted in the common space of the school building where visitors and parents can see this information, and it will be shared with media outlets at least one week in advance. YWCP will also make it common practice to include details regarding upcoming Board meetings on any correspondence to parents, community members, or other organizations. When presenting to community organizations, the media, and other groups of individuals, YWCP will publicize information about Board meetings.

### **C. Management and Operation**

The Board of Trustees will be accountable for the financial, organizational, and academic health of YWCP and will delegate day-to-day operations of the school (including instructional, operational, financial, and legal responsibility) to the Principal and administrative team. The Principal will have authority over the hiring, development, evaluation, and employment status of the faculty and staff. This individual will be accountable to the Board.

#### **Principal**

The Principal of YWCP will be the face of the school inside and outside of the walls. This individual must be an excellent instructional leader with a laser-like focus on exemplary classroom instruction. During school hours, s/he will prioritize observation, evaluation, and development of classroom instruction. This focus will be made possible by the support of the Director of Operations who will take responsibility for the operational elements of the school. The Principal will manage the Director of Operations, working with this individual to ensure that all operational elements run smoothly so teachers and students can focus on teaching and learning. The Principal will also be the communication lead for the school, ensuring that parent involvement is high and effective, and that community members and supporters are well-informed and engaged.

The Principal will also be responsible for the identification and development of a world-class curriculum, which will prepare students for commencement and success in college. YWCP curriculum will draw from proven materials used within Young Women's Leadership Network schools, as well as targeted units

from the developing Rochester Curriculum (made possible through the District/Charter Compact). The Principal will be responsible for leading the faculty in the continuous development of further curriculum, which reflects the needs and interests of students, as well as the local and global community. Curriculum development will occur throughout the year, but the Principal will use the weeks with the faculty in August, before students report, to frame, outline and begin curriculum development with the team.

As the instructional leader of the school, the Principal will be in classrooms daily. The Principal will prioritize first-rate classroom instruction as the most important part of her/his job. This will be made possible by the Director of Operations overseeing many of the day-to-day operational priorities of the school, and the Staff Developer supporting the identification of faculty needs and effective professional development to meet these needs. In addition to the immediate feedback provided to teachers after classroom visits, the Principal will use the week's observational data to inform the agenda of the weekly Friday faculty meeting. While the Principal will inform the agenda, the faculty will take ownership of this weekly meeting as well and the Principal will focus on developing leadership capacity through this process. As the school grows, teachers will also have the opportunity to lead and support colleagues through positions as content, Advisory leaders, and grade Department Heads. The Principal will charge the Staff Developer with developing capacity for these roles, along with the processes and structures to effectively utilize them. As students are taught the skills to become effective leaders themselves, these traits and behaviors will be modeled for them throughout the adult community.

Qualifications for the Principal include:

- Unbending belief that every student can learn and succeed in an educational setting;
- Passion for expanding educational opportunities for at-risk students;
- At least 3 years of classroom teaching experience with a record of high student achievement;
- Graduate degree;
- Preferably three years of school-based administrative experience;
- A demonstrated track record of commitment to fostering the achievement of minority or low-income students;
- A demonstrated ability to:
  - Effectively recruit and develop a strong teaching corps as well as support staff;
  - Manage a school community collegially;
  - Distribute leadership and counseling through differentiated professional development;
  - Maintain a high level of student productivity and achievement;
  - Manage relationships with the founders and Boards of YWCP, YWLN, the Rochester City School District, the New York State Education Department, and community partners;
- Highly-skilled in the use and analysis of data to inform all decisions with the ability to create and support a data-driven school culture;
- Strong understanding of charter law and the unique responsibilities of a charter school leader;
- Clear understanding of the priorities involved in opening a new school;
- Excellent communication skills in both spoken and written word;
- Passionate, energetic and inspiring personality;
- Calm and problem-solving approach in face of conflict or tense situations;
- Excellent attention to detail in day-to-day operations of school as well as programs and supports for individual students;
- Excellent multi-tasking skills;
- Confidence in experience and abilities, matched with a willingness to learn and adapt to best serve the needs of students; and,
- Relentless commitment to the success of the students and the school.

Additional preferred qualifications: eligibility for supervisory certification in the State of New York; exceptional organizational skills; and knowledge of research-based educational practices for adolescent girls. The candidate must be available September 2011 to begin planning for a September 2012 opening.

### **Principal Search**

The founding Board is currently finalizing the process for identifying a school leader for YWCP. The job advertisement is complete and has been posted on the Young Women's Leadership Network website, as well as The National Coalition of Girls Schools website. This posting is included in Appendix B. The YWCP Board is organizing a Selection Committee, (chaired by the Board Vice Chair, Laura Rebell Gross) to ensure that a diverse and talented group of individuals are involved in the hiring of the Principal. In addition to select Trustees with insight and experience who will inform the process, the Board is also securing expertise from local experts in K-12 education. This includes:

- Kathleen Ponze, Director of New Initiatives, Young Women's Leadership Network
- Adele Bovard, Superintendent, Webster Central School District
- Caroline Critchlaw, Principal, Greece Central School District
- Stacey Shells, Founding Principal, True North Rochester Preparatory Charter School

The Board will extend the posting to other local and national sites and list serves such as Teach for America, New Leaders for New Schools, The New York Charter Schools Association, The Foundation for the Education of Young Women, The National Associate for Secondary School Principals, and the Rochester City School District. The Board will also reach out to local networks within the Rochester City School District, community based organizations, and other education entities for insight and potential candidates.

The Selection Committee will develop a protocol for reviewing applications and interviewing candidates including: the evaluation rubric, interview stages and participants, questions and activities, reaching out to references, and site visits (if possible). Applications will be accepted through June, interviews will be conducted throughout May, June, and July, and an offer will be extended by August for a start date of September 2011 in time for a full planning year.

### **Director of Operations**

The Principal will delegate all day-to-day non-instructional elements of the school to the Director of Operations. This includes financial matters (including budgeting), human resources, data management, non-academic compliance, facility management, food and transportation, and student recruitment and enrollment. Management of these efforts will allow the Principal to focus first on her/his role as an instructional leader.

Qualifications for this position will include:

- Unbending belief that every student can learn and succeed in an educational setting;
- Passion for expanding educational opportunities for at-risk students;
- Graduate degree preferred (e.g. MBA, MPP, JD);
- 3 or more years of experience in a school, nonprofit, or business setting;
- Entrepreneurial approach to support the start-up of the school and continued recruitment of students and support of community;
- Excellent organizational skills and ability to multi-task;
- Excellent leadership and management skills to manage non-instructional staff (e.g., office manager, nurse);
- Experience with leading budgeting process and all budget-related roles including payroll and benefits, purchasing, and fundraising agendas;
- Ability to manage human resources needs including personnel records, staff certification process (including background checks and child abuse registry);

- Experience with data management and ability to manage student database with all student data, including assessment data, and all external requests for student data;
- Excellent written and oral communication skills to support Principal with outreach and communication with parents and stakeholders;
- Ability to manage all facility-related matters, including maintenance of building, construction, safety and security, and technology within the school;
- Experience with and knowledge of charter school compliance matters, including legal and reporting requirements; and,
- Experience with development of grant and funding proposals.

In accordance with State law, all employees must successfully undergo background checks and child abuse registry checks before any employment with the school begins. YWCP will comply with all local, State, and Federal laws and regulations related to the hiring of staff and will not discriminate for reasons of race, sex, age, religion, disability, or other reasons prohibited by law when hiring. Descriptions of the key positions in the YWCP organizational chart (Attachment 10) including: Teacher (including ESOL Teacher), Teaching Assistant, Staff Developer, Special Education Coordinator, Social Worker, Office Manager, and Nurse are included in Attachment 11.

**D. Staffing and Human Resources**

**Staffing Model:** The YWCP Board anticipates hiring 12 full-time and 4 part-time positions to meet student needs for the fall 2012 opening. The administration will include the Principal and Director of Operations (reporting to the Principal). A full-time Office Manager will support the management and operational needs of this team. This model also includes four full-time teaching positions for the key content areas, and part-time positions for art and physical education, and a Teaching Assistant to serve 75 students in the first year. To meet the needs of students with special education needs, a full-time Special Education Coordinator will be hired. And, to meet the needs of English language learners, a full-time ESOL teacher will be hired. This individual will also provide language instruction to all students. One additional full-time position has been budgeted for, and the YWCP Principal will identify the specific position, if required, based on actual needs demonstrated through enrollment. A Staff Developer will provide ongoing instructional support in classrooms, which will be largely identified through the Principal’s observations and the work of Friday faculty meetings. Finally, a full-time Social Worker will report to the Principal and a part-time Nurse will report to the Director of Operations. The Principal will be hired by September 2011, Director of Operations by October 2011, Office Manger by January 2012, and remainder of staff by July 2012 for August orientation and training.

The following chart illustrates the 6-year staffing plan for the school, including the comprehensive list of staff once the school reaches capacity.

Staff Positions	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Principal	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Staff Developer	1	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1	1
Counselor/Social Worker	1	1	2	2	2	2
Middle School Teachers*	6	10	10	10	10	10
High School Teachers*	0	0	5	9	14	18
Special Subject Teachers**	2	3	3	4	5	6

SPED Teachers	0	1	2	3	3	3
Teaching Assistant	1	1	2	2	2	2
Special Projects Coordinator	0	0	0	1	1	1
College Counselor	0	0	0	1	1	1
Nurse	1	1	1	1	1	1
Office Manger	1	1	1	1	2	2

\* Includes Language Teachers

\*\* Art/PE/Health/Enrichment Teachers

This staffing model will ensure that qualified and talented individuals are in place to manage the school, and, most importantly, provide the direct instruction and support to students, which will prepare them for success in college. Average class size will be 25 students. The teacher to student ratio will be approximately 11 to 1. With up to 11 adults acting as Advisors, Advisory classes will be less than 10 students in size. Core subject teachers will work within humanities (ELA and social studies) and STEM (mathematics, technology, and science) teams. This will allow for common planning to best utilize the blocks of time that each team has with students daily. Planning time will be embedded in the daily schedule, but also occur during the Friday faculty meeting. Teachers will have the opportunity to plan extended, interdisciplinary units within and across teams of core subject area teachers, as well as arts, language, and physical education. This structure will allow for successful implementation of the YWCP educational plan, which relies on a sound Advisory program, and highly qualified teachers who bring pedagogical and content expertise, rigor, high expectations, and passion to their work with students.

**Recruitment and Hiring:** To ensure an effective teaching staff that is committed to the YWCP mission and culture, the Principal will prioritize a rigorous and wide-reaching plan for recruitment in the planning year. The following strategies will be employed in this recruitment process:

- Posting jobs extensively in print and online, targeting multiple outlets to draw a diverse pool of applicants;
- Attending university career and teacher recruitment fairs, conducting on-campus interviews and information sessions;
- Hosting school information calls, panels, workshops, and open houses;
- Word of mouth through the extensive YWCP network of Trustees and supporters; and,
- Partnering with and leveraging the network connections of non-profits and educational organizations.

The YWCP team will develop and implement a rigorous system for tracking applicants to ensure that recruitment targets related to diversity, experience, and expertise are met.

All applicants will participate in a rigorous screening and interview process to ensure that teachers are committed to the mission of the school and able to execute the rigorous and ambitious educational plan effectively. Through a comprehensive interview process, YWCP will ensure that teachers meet the rigorous qualifications identified. The hiring process will include:

- Initial application submission and review;
- Submission of a writing sample;
- Phone interview;
- Sample lesson and in-person interview (whenever possible);
- Model lesson, and repeat after feedback (if possible through relationships with operating charters and other schools in planning year); and,
- Reference checks.

The following criteria will be used to actively recruit, hire, and remove teachers and staff:

- 1) Mastery of subject knowledge and passion for teaching their content;
- 2) Preferably at least two years teaching experience in an urban school;
- 3) Commitment to prepare each student for success in college;
- 4) Ability to develop and teach creative, engaging, relevant, and rigorous curriculum;
- 5) Belief in measuring student performance in meaningful and rigorous ways;
- 6) Regular attention to student data and ability to maintain flexibility in planning and instruction to meet diverse needs within a classroom;
- 7) Proven ability to manage a classroom;
- 8) Ability to get along with others and work as a team;
- 9) An entrepreneurial spirit and approach to teaching and school reform;
- 10) Understanding of the meaning of high academic and behavioral expectations;
- 11) Commitment to provide extra support necessary to ensure that each student meets YWCP's high standards; and,
- 12) Commitment to modeling leadership for students both in and outside the classroom.

With these high standards for qualification to become a YWCP teacher, we anticipate that the majority of applicants will be certified. To ensure flexibility in hiring the highest quality instructional staff, the school does intend to use the limited waiver regarding teacher certification permitted by §2854(3)(a-1). YWCP understands that this waiver permits no more than five teachers or 30% of the instructional staff, whichever is less, to be uncertified and that they must possess another qualifying experience. Also, instructional staff hired under this waiver must demonstrate subject matter competency. However, non-certified candidates will be held to the same rigorous criteria and interview process as their certified peers. Should these candidates qualify for positions within the school, the Principal will hold them to the same high standard from day one of their tenure. The Principal and Board will require subsequent certification, supporting these individuals in their efforts to become certified.

**Evaluation:** The evaluation of teachers will be strongly tied to student assessment data, as well as a number of formal observations conducted throughout the year by the Principal. (As the school grows, teacher teams and peer reviews will be utilized to support regular and rigorous evaluation.) Once baseline assessments are administered and analyzed at the beginning of the year, and each student's learning plan is developed, each teacher will work with the Principal to identify targeted performance goals for students at the individual and classroom levels. Progress toward these goals will be monitored through formative, periodic, and summative assessments, as well as observations. Friday faculty meetings will focus on student data and teachers' progress toward these goals, and key supports will be identified to ensure goals are met. The Principal will employ a differentiated support system for teachers, which embraces their personal and professional goals and career aspirations. It will take into account which teachers are beginners (1-3) seasoned (4-6) mid career (7-10) or aspiring to positions of leadership. Regular evaluations and annual performance reviews will be heavily reliant on the progress teachers make in relation to the performance goals, and the Principal will use the trends demonstrated in the data to provide feedback to teachers and to determine their employment status at YWCP.

**Employer-Employee Relationship:** YWCP will be driven by a culture of shared decision-making, where adults share a collective sense of accountability for student and faculty success. The Principal will be the driving force behind this culture. As instructional leader, the Principal is responsible for the development of faculty and staff based on demonstrated needs. However, as noted earlier, the responsibility for the development and execution of the strategies to address faculty needs will be shared by all adults in the building. This culture of shared accountability and leadership will play a critical role in the success of the school; however, there will never be a doubt that the Principal is the instructional and managerial leader in the school. Any deviation from this understanding demonstrated through actions or behaviors will be dealt with immediately by the Principal.

## **E. Student Recruitment, Enrollment, and Evidence of Demand**

### **Recruitment and Enrollment**

YWCP seeks to serve a student population that has not succeeded in traditional urban public schools. These students are predominantly African-American and Hispanic, students qualifying for free and reduced price lunch, English language learners, and students with disabilities. The school expects to attract a large population of students entering below grade level. YWCP is dedicated to effectively recruiting and retaining these students in numbers comparable to or greater than the RCSD (according to the demographic data shared in the Prospectus).

A number of families in Rochester seek alternatives to the RCSD. In the 2010-2011 school year, 266 families are home schooling their children, 724 students are enrolled in private schools (identified as RCSD students based on their utilization of district services), and 508 students participate in the Inter-district Urban/Suburban Transfer Program. In December 2010, active enrollment in Rochester charter schools was 1,774, representing 5.29% of RCSD enrollment. Together, Rochester charter schools currently report an additional 1,107 students on waiting lists, demonstrating a desire for the charter school option within the community of Rochester parents. Additionally, a large number of families choose the option of a parochial education. Currently, 1,498 Rochester students are enrolled in parochial schools (based on the number of students who receive RCSD services). A public, tuition-free option is likely to attract a number of families who are interested in, but cannot afford a private, single-gender option for their daughters.

Through the experience of its founding group, the school's affiliation with the Young Women's Leadership Network (YWLN), and relationships with similar charter schools in Rochester, YWCP has identified a student recruitment strategy with a track record of success. The school has already begun and will continue to build relationships with churches, community organizations, shelters, public advocates, and other service providers throughout the city to build parent interest. YWCP will take full advantage of the District/Charter Compact, presenting to elementary school PTAs within the RCSD, participating in district-wide school choice fairs, and coordinating with the RCSD's school selection office to disseminate information about YWCP. Presentations to all of these groups play an important role in communicating the school's ability and intention to represent parent interests. At this date the founding group has presented to groups within the following communities:

- Latinas Unidas
- Memorial AME Zion Church
- ELIM Christian Fellowship
- Horizons at The Harley School (summer enrichment for RCSD students)

Through these presentations, the founding group has collected 13 signatures of parents expressing interest in enrolling their daughters at YWCP. These signatures, along with others collected in the coming weeks, will be available at the capacity interview.

Targeted marketing, including radio and cable television advertisements, and direct mail promotional materials, will also play a critical role in recruiting students within the target populations. These efforts will focus particularly on radio and television stations and direct mailing lists that reach low-income urban families and non-English speakers, such as radio station WDKX and cable stations BET, TBS and Univision. A team of volunteers and Trustees are also meeting to write letters and opinion pieces to local publications such as, the Democrat and Chronicle, the Minority Reporter, and City Newspaper. YWCP will also work diligently to ensure that school informational materials are available in libraries, shops, recreation centers, restaurants, and other community gathering places throughout Rochester's most economically depressed neighborhoods, particularly the northeast sector (the crescent) of Rochester. The

school has developed a budget with these specific recruitment efforts in mind. As noted in the Prospectus, materials will be translated in Spanish and other languages where relevant and possible.

YWCP will adhere to all applicable State and Federal regulations in recruiting and enrolling students. Furthermore, YWCP will successfully adopt the policies, protocols, and procedures around admissions and enrollment (including the admissions lottery) identified by the Board of Regents.

#### **F. Community Involvement**

The YWCP Board will commit to involving the greater YWCP community of parents, faculty, and staff in the governance of the school. The Board will directly involve YWCP parents in committee work to ensure that their perspective is always represented in the development of policy and activities impacting the school. The Audit Committee in particular will be active in seeking parent input and feedback, and using this to inform policies and program development. YWCP will draw from YWLN resources to assess parent need and involve them frequently and effectively. These resources include: a parent contract, parent handbook, a Title I parent compact, a Title I parent involvement plan, and a parent questionnaire to inform a needs assessment. When making decisions, committees will be charged with and held accountable to engaging the greater school community to incorporate their input. YWCP will establish a parent council, charged with involving and informing the community of YWCP parents, but also with sharing thoughts and concerns, and making recommendations to the school's administration and Board.

The YWCP founding group has established partnerships with a diverse set of community partners. These partnerships will support the school in efforts to serve students with a variety of needs. While the YWCP community will take primary responsibility for the academic achievement of its students, the school will look to other organizations for supplemental and wrap-around supports. The founding group has engaged the following organizations and earned their support (as demonstrated by letters of support available at Appendix C):

- **Ibero-American Action League** has provided support and services to the Latino community of Rochester for over 40 years. The organization has worked closely with the Maria Eugenio de Hostos Charter School as their sponsor, supporting the school's after-school program.
- **The Norman Howard School ("NHS")** is an independent school that serves students with learning disabilities in grades 7-12 from 39 school districts in the Rochester area. The school has operated for over 25 years, and has become a leading expert in effective instruction for students with learning disabilities.
- **American Association of University Women's** Greater Rochester Branch is eager to support the YWCP community through their Women Helping Girls mentoring program for 7-12 graders, as well as other programs that will benefit YWCP students.
- **The Harley School** is a local independent school founded in 1917. The school is known for its rigorous and creative curriculum, and supports a summer enrichment program for RCSD students.
- **Nazareth College** is one of the most well-respected colleges in the Rochester area, with a particularly strong School of Education.

YWCP intends to pursue partnerships with organizations that are already working with YWLN (e.g., Girls Leadership Institute and Step Up Women's Network). YWCP will also enthusiastically sign the District/Charter Compact, and anticipates meaningful and productive collaborative opportunities with the community of Rochester educators through this agreement.

#### **F.1. Joint Application**

The YWCP founding group recognizes two elements critical to the success of schools: 1) the utilization of a proven educational model with academic, cultural, and other components to drive student achievement, and 2) a connection to fellow educators who can provide feedback and guidance to drive continuous improvement. YWCP will affiliate with Young Women’s Leadership Network (YWLN) to address both of these elements. An affiliation with YWLN will also build YWCP capacity and experience toward growing the school to scale in a sustainable manner. Over the past decade, YWLN has developed a proven model for all-girls education, focusing on serving poor, minority, and first generation students in urban areas. YWLN currently supports 5 network schools in New York City and Philadelphia and 6 affiliate schools across the nation. YWLN network schools with graduating classes have sent between 93% (Philadelphia) and 100% (East Harlem) of their graduates to college. In the 2009-2010 school year, 73% of East Harlem students took Advanced Placement exams in English Literature, Spanish Literature, and US Government. The average financial aid package for East Harlem students was \$26,843 (\$58,000 for private colleges). As of 2009, 78% of YWLN graduates are still enrolled or have graduated from college.

Through the supports and guidance identified in the Memorandum of Understanding outlining the affiliation, YWCP will access the knowledge, content, and support to successfully implement YWLN’s proven model. The support from YWLN will not involve any fees and includes the advisory and services outlined below. The full contents of Annex C (guidelines for affiliate schools) and Annex D (YWLN services and supports) are provided in Appendix D. The full Memorandum of Understanding will be available during the capacity interview.

<b>Advisory and other Services Provided by YWLN</b>		
<b>Planning Year Fall 2010-June 2012</b>	<b>Launch Years 1-3 July 2012-July 2015</b>	<b>Development Years 4-6 July 2015 and beyond</b>
YWLN / CBI staff and school availability(subject to DOE approval) for persons working with the Rochester group in the planning year as well as entrée to YWLN PD in the planning year for up to two representatives from Rochester	Up to three days on site professional development prior to school opening for founding team. Ongoing entrée to all YWLN principal and teacher professional development opportunities in NYC for teams of up to 5.	Consultation on professional development plans; co planned professional development opportunities for administrators and staff.
Consultative support related to charter application.	Scheduled visits to network schools for teachers, board members, administrators subject to DOE approval.	Scheduled intervisitations subject to DOE approval.
Consultative support related to recruiting, screening, vetting of principal, teacher and other staff.	Electronic teacher networking.	Electronic teacher networking.
Principal mentoring including possibility for on site shadowing of sitting YWLN principals subject to DOE approval.	Access to YWLN network wide touchpoint activities resources for students.	Access to YWLN network wide touchpoint activities resources for students.
Consultative support related to facilities selection; budget	Ongoing consultative support in operations.	Ongoing consultative support in operations.

development; community outreach and student recruitment processes; curriculum and assessment; advisory; uniform design; teacher professional development; partnerships and program and schedule development;		
Consultative support related to grand opening ceremony, marketing materials, media relations.	Ongoing consultative support related to model development As per Annex A	Ongoing consultative support related to model development As per Annex A
Accessibility to YWLN materials with sufficient advance notice.	Accessibility to YWLN materials with one week advance notice.	Accessibility to YWLN materials with one week advance notice.
Accessibility to any newly developed YWLN programs, activities, and curricula as developed.	Accessibility to any newly developed YWLN programs, activities, and curricula as developed.	Accessibility to any newly developed YWLN programs, activities, and curricula as developed.

YWLN has proven capacity to support affiliate schools with the resources described above, including dedicated staff. The YWLN contact for YWCP will be Kathleen Ponze, Director of New Initiatives: 322 Eighth Avenue, 14<sup>th</sup> Floor, New York, NY 10001  
Phone: 212-207-3221  
Fax: 212-207-8814  
Email: kponze@ywlnetwork.org  
A letter of intent from YWLN is attached in Appendix E of this application.

**III. FINANCIAL PLAN**

**A. BUDGET**

The start-up budget and cash flow statement, first year budget and cash flow statement, and five-year budget are attached. In the “Description of Assumptions” column, explanations for how the numbers were derived are provided. YWCP expects to benefit from the financial background of its founding group and Board of Trustees. The team has extensive experience managing and overseeing the fiscal health of successful businesses, nonprofit organizations, and charter schools.

The school will implement the official financial policies and procedures outlined in this application, which are also part of a Fiscal Policies and Procedures Manual that will be officially adopted following approval of the charter application. This manual will be available in draft form at the capacity interview. This includes processes for purchasing and procurement, disbursements, payroll, developing and presenting accurate monthly financial reports, inventory tracking, and grant compliance, among other fiscal-related responsibilities.

YWCP’s start-up budget, first-year budget, and five-year budget plans (Attachment 17) are both realistic and financially sound. Each budget document was intentionally designed with appropriately conservative assumptions on both the revenue and expense sides. The school’s Board and founding group have already begun developing and implementing a thorough plan for development and have an extensive track record of philanthropic accomplishment. Based on the experience of its founders in all aspects of fiscal management, YWCP is confident it will be able to operate each year with a balanced budget.

Below is a summary of budget elements and assumptions key to YWCP's fiscal health.

### **Start-Up**

YWCP anticipates minimal expenses for the start-up period between September 2011 and June 30, 2012. A Principal, Director of Operations, and Office Manager will be hired at various points during this time to implement key aspects of the pre-opening plan. The total budget for the pre-opening period is \$189,930. The school anticipates that the start-up costs will be paid through a CSP grant and from private philanthropy. In addition to anticipated private philanthropy, the school expects to receive resources and expertise typically funded by planning and start-up grants to be provided by YWLN.

### **Revenue**

- YWCP assumes a flat \$12,090 per pupil revenue from the Rochester City School District over the life of the charter.
- Based on the founding group's track record of securing similar public grants, the school assumes it will receive the full \$600,000 in CSP funding, of which \$100,000 is to be spent in year one, \$225,000 in year two, and \$275,000 in year three.
- The school budgets for reasonable annual and cumulative surpluses. Likewise, allowances have been made to establish a dissolution fund and the school's cash flow is positive.
- YWCP plans to recruit and assumes it will have a similar number of students designated as special needs as compared to the Rochester City School District. However, the school will assume for revenue budgeting purposes that at least half of its special needs students will receive services for less than 20% of the day. Yet, for expense purposes, YWCP assumes at least half of its special needs students will require services greater than 20% of the day. Therefore, the school will be prepared to support a wide range of special needs scenarios financially.
- The School does not assume that it will receive all of the Federal IDEA funding it is entitled to for every student with special needs. IDEA funding is projected at 0 for year 1.
- The School assumes that, based on the Rochester City School District and local charter school enrollments, 80% of its students will be eligible for free- and reduced-priced lunch for Title I revenue purposes.
- YWCP projects full insurance coverage for all periods, including pre-opening.
- YWCP recognizes the importance of maintaining a positive cash flow, especially in its critical first year. The school does not anticipate experiencing any issues, but will consider deferring invoices, delaying non-critical equipment purchases, and pursuing emergency philanthropy and/or bridge loans if necessary.

### **Expenses**

- The salary levels for YWCP teachers, administrators and staff are competitive, which means that it will be able to retain talented individuals. The teaching load is reasonable and therefore the staffing plan is sustainable on this budget.
- The budgets include all costs of operating the school including capital costs, all academic purchases, textbooks, assessments, furniture for students and staff, computers for students and staff, utilities, long and short-term maintenance, and insurance among other daily expenses.
- At this point, the School does not anticipate incurring debt for the acquisition of facilities, but may consider this option if advantageous financing becomes available.
- The facility plan is viable. YWCP has identified and is actively pursuing four permanent and temporary facility options that are economically feasible at annual rate less than what was budgeted and are comparable to the facility costs of similar charter schools in Western New York. While the school envisions significant cost savings through the leverage of philanthropic support to finance a permanent facility, the budget envisions a more burdensome cost of lease,

conservatively based upon observed rental prices in Rochester. YWCP is determined not to see its building costs corrupt its educational program.

### **Grants**

The budget assumes \$402,000 of total philanthropy over the six-year period from pre-opening through the end of the charter term. YWCP is already actively pursuing both public and private grant opportunities. The school is submitting a CSP funding proposal in conjunction with this charter application, will apply for SSF if available, and is pursuing a variety of philanthropic funding opportunities. The school is confident of its ability to reach its reasonable annual fundraising goals articulated in the budget documents. YWCP's founding team and Board of Trustees have deep backgrounds in both major development campaigns and personal giving. Through the work of a planned separate 501(c)(3) entity, the Board's Development Committee, and the knowledge support of the YWLN, the school is committed to exceeding the budgeted annual fundraising projections. Letters of intent from various philanthropic supporters will be available at the capacity interview.

While YWCP is confident of its ability to raise an average of \$67,000 annually, it also has a contingency plan should all additional operating fundraising not come to fruition. It would:

- Save \$53,000 by cutting an extra teacher position currently in the year one budget, thus saving the corresponding cost of salary and benefits.
- Save \$248,000 by cutting one Social Worker position in each budget, thus saving the corresponding cost of salary and benefits.
- Decrease the cumulative fund balance by \$5,000 over the first five years.

The purpose of this exercise in "contingency planning" is not to suggest that YWCP would end up in such a situation, but to demonstrate the school's willingness and capacity to still function at a high level without assumed philanthropy.

### **B. FINANCIAL MANAGEMENT**

Clearly delineated and actively enforced internal controls at YWCP will serve a number of purposes:

1. Extensive documentation provides leaders with accurate data on which to base decisions.
2. Precise documentation facilitates grant reporting and other financial reporting.
3. Checks and balances (or segregation of duties) reduce the risk of fraud.
4. Checks and balances also reduce the probability of human error.
5. Physical control precautions reduce the risk of theft and damage.
6. Explicit expenditure policies limit overspending and promote sound fiscal behavior across the organization.
7. All of the above work in unison to ensure compliance with accounting regulations and lay the foundation for smoother end-of-year audits

YWCP's Director of Operations (DOO) plays a critical role as guardian of the school's fiscal health. The DOO will closely manage school purchases to ensure they are in keeping with the budget and act as advisor to the Principal and Board of Trustees on issues related to the budget. The DOO will work directly with the Board of Trustees' Finance Committee and Board Treasurer to generate and review monthly generation financial statements. YWCP has developed an initial Fiscal Policies and Procedures manual that guides the processes related to YWCP's financial transactions and activities. A certified public accountant will work closely with the DOO and Finance Committee initially to establish and implement these policies at the school level, provide support to the DOO in analyzing, reconciling, and adjusting account balances, and ensure the records are maintained in accordance with generally accepted accounting principles. Although the Principal and Board of Trustees have the final say on fiscal matters,

the DOO is closest to the finances and serves as the driving force within the school on key financial decisions.

The school's Fiscal Policies and Procedures manual addresses the following specific areas:

### **Audits and Annual Reporting**

YWCP will perform all programmatic and fiscal audits annually as required by the New York Charter Schools Act and will make the results of such audits publicly available. Each year, YWCP will coordinate with its Board of Trustees to produce an annual report for the State Board of Regents. The annual report will include:

- A School Report Card, which shall include measures of the comparative academic and fiscal performance of the school, as prescribed by the Commissioner in regulations adopted for such purpose; such measures shall include, but not be limited to, graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending per pupil, and administrative spending per pupil.
- Discussion of the progress made towards achievement of the goals set forth in the charter.
- A certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school.

YWCP will contract with a New York State certified public accountant to conduct an annual independent fiscal audit, consistent with generally accepted accounting and audit standards, and in accordance with section 2854(1)(c) of the Education Law.

### **Insurance**

YWCP understands the importance of full insurance coverage at all levels. Costs for providing such coverage are included in the start-up and first-year operating budgets. The school will ensure that such insurance is purchased once chartered and will cover the start-up period as well as each subsequent school year. This insurance will include full liability insurance to indemnify the school, the Board, staff and any staff members against claims.

### **Student Enrollment Tracking**

A major source of YWCP's revenue is per pupil funding from the state, which is based on Full-Time Equivalency (FTE) attendance. The school understands that to receive FTE reimbursements, it must submit bi-monthly invoices to the district(s) of students' residence, reporting the enrollment numbers of general education and special education students, as well as an annual reconciliation report. The school's Director of Operations is responsible for this process.

The process for identification of special education and ELL students is explained in detail in the Target Population section of this application and these students will be identified on the school's student information management system. Attendance will be taken daily and recorded in the system. Lunch status and immunization/health history will be gathered by the Office Manager at orientation and entered into the system as well with oversight from the DOO.

#### *Process:*

The bi-monthly invoices are due June 1, August 1, October 1, December 1, February 1, and April 1. The following are the steps needed to complete the bi-monthly Invoice:

1. Part I of the Invoice can be completed by the Director of Operations by running an enrollment summary report in the student information system to view the school's most current enrollment figures by grade. This data should be used to generate a student enrollment report, the format of

which follows the Rochester City School District's template, as this is the anticipated district of residence for YWCP students.

2. Part II of the Invoice, enrollment numbers for special education students, should be completed by the school's Special Education Coordinator, but the DOO is responsible for ensuring that this information is correct.
3. The DOO should sign the form and submit both an electronic copy and a hard copy to the district(s) of student residence.
4. File a copy of the completed Invoice as well as a printout of the enrollment summary report for auditing purposes.

### **Payroll and Human Resources**

YWCP will contract with an independent payroll service and maintain a payroll system approved by the Board. Employees will be paid on the 15<sup>th</sup> and 30<sup>th</sup> day of every month. Generally, all employees on July 1 – June 30 contracts are paid over a twelve-month period beginning July 15<sup>th</sup> of each school year. Annual salaries are divided by 24 pay periods to determine the per pay period gross salary to be paid

#### *Process:*

1. Documentation of authorized pay rates and employment eligibility paperwork shall be maintained in each employee's personnel file, including but not limited to W-4 form, I-9 form, IT-2104 form, job description, and contract. Personnel files shall be secured with access limited to authorized individuals. YWCP will contract with a payroll service to provide payroll processing.
2. Personnel will be paid bi-weekly, by direct deposit and will receive a check stub. Employee time sheets will be maintained daily.
3. Each pay period, timesheets will be signed by the employee and approved by a supervisor, then forwarded to the DOO who will review them for accuracy before forwarding them for payroll processing.
4. The DOO will receive all completed payroll reports and paychecks from the payroll service and will review the payroll reports and document approval. All payroll changes will be authorized by the Principal and forwarded to the payroll service, and the DOO will record each payroll to the accounting system, including any payroll accruals, in accordance with Generally Accepted Accounting Procedures (GAAP).
5. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

### **Purchases**

All YWCP purchases will be guided by the following variables: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or combination of these factors, however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality and sustainable school.

#### *Process:*

1. When a product is to be purchased that costs more than \$15,000, the DOO shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The product shall be selected from among these offers. The reasons for selecting the chosen option must be documented with the DOO.
2. The Finance Committee of the Board shall provide final approval of the selection and present to the full Board for a vote. Professional service contracts in excess of \$15,000 per annum are also to be awarded in the same manner.
3. In cases in which there are a limited number of reliable vendors who provide the needed service, the DOO will make every reasonable attempt to secure more than one bid and document these

efforts. All contractual agreements shall be in writing, and signed and dated by the Principal or his or her designee, and approved by the Board.

4. The DOO will execute a Purchase Order for all purchases and it shall be approved by the full Board for purchases greater than \$10,000 and by the Principal or his or her designee for purchases less than \$10,000.
5. Checks for amounts in excess of \$2,000 shall require two signatures. Check signatories are limited to the DOO, Board chair, and Board Treasurer.
6. Sales tax exempt certificates will be readily available and distributed to all employees making purchases. The school will not pay sales tax in any circumstances.
7. YWCP will always maintain separation of invoice processing and check cutting duties. The Office Manager will process all invoices to be paid and the DOO will issue checks.

There are a number of ways in which schools can purchase the goods and services necessary to run an effective program. Each method serves a unique purpose and YWCP has developed a matrix for guiding when it is most appropriate to use each one:

	<b>Purchase Order</b>	<b>Vendor Invoice</b>	<b>Reimbursement</b>	<b>School Credit Card</b>	<b>Petty Cash</b>
<b>Description</b>	Order for specific goods placed to the vendor; payment made only after the goods have arrived/invoice received	Bill from vendor for goods and services already/about to be rendered; check cut directly to the vendor	Staff member pays out-of-pocket and is reimbursed within 2-4 weeks for all authorized purchases	DOO uses school credit card to purchase items that cannot be paid for through any other method	Staff member uses school's small supply of cash rather than submitting a reimbursement form
<b>Uses</b>	Purchase of tangible items, especially those >\$500, that can be ordered a few weeks in advance; anything that can be placed on a bi-weekly/ monthly "shopping list"	Recurring bills, fees, pre-negotiated contracts for services; a non-physical good/service that must be ordered in advance	Staff member- or class-specific costs  Small, last-minute items; generally only for purchases <\$500	Costs requiring a credit card at the time of purchase	Small, incidental costs requiring cash otherwise not available to the staff member at the time of purchase
<b>Examples</b>	-Textbooks - Curriculum -Furniture -Equipment -Technology -Office supplies -Building Supplies	-Building rent -Utility bills -SPED consultation -Maintenance -Finger-printing fee -Field trip buses	-Professional development -Taxi fare -After-school treats	-Internet subscriptions -Plane ticket - Hotel -Last-minute online orders for supplies	-Pizza party -Cash-only field trip expenses

<b>Pros</b>	Imposes more fiscal discipline, draws out vendor payment timeframe	Only appropriate method of payment for certain types of expenses	Keeps individuals accountable for their own expenses; last resort if no other payment method available	Convenient for purchaser; takes burden off of staff members	Convenient for purchaser; takes burden off of staff members
<b>Cons</b>	Multi-week lead time; can only be used for physical goods and some discrete services; requires account/credit history	Potentially less disciplined	Potentially less disciplined	Potentially less disciplined	Inconvenient to monitor and replenish cash levels; potentially less disciplined
<b>Checks issued</b>	Bi-weekly or sooner	Bi-weekly or sooner	Bi-weekly or sooner		

**Banking**

YWCP is in the process of establishing an interest-earning checking account with M&T Bank, a local bank that provides nonprofits with fee- free services and with whom the school has developed a strong relationship.

The DOO performs monthly bank reconciliations to make sure that bank statements reflect authorized transactions and line up perfectly with accounting records. The Board’s Finance Committee and school auditor review the final reconciliations and supervise the process. Any discrepancies will be pursued and resolved immediately.

The Trustees, Principal and Director of Operations are empowered to request bank statements to look for unusual activity and verify transactions.

**Investment Policies**

Where appropriate, YWCP’s funds shall be invested in money market funds, certificates of deposits and/or other reasonable and conservative investment instruments.

*Process:*

1. The DOO, with the approval of the Board and explicit guidance from the Finance Committee, shall identify excess funds available for investment, and approve the transfer of such funds.

**Borrowing Funds**

All borrowing of funds and the establishment or increase of all credit lines on behalf of YWCP must be approved by the Board.

*Process:*

1. Based on annual audits, financial statements, and cash flow projections, the DOO may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable, and identifiable revenues in accordance with GAAP.

2. The DOO or Principal shall alert the Board if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board may amend the borrowing policy and credit limits.

### **Petty Cash**

YWCP shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$250.00 total.

#### *Process:*

1. The DOO shall reimburse employees for out-of-pocket expenses, not to exceed \$100, upon submission of a petty cash reimbursement voucher, approved by the Principal, and substantiating receipts.
2. The DOO shall verify all receipts as required for all requested reimbursements, make any required payment, and maintain the petty cash fund.
3. The DOO will count and reconcile the petty cash fund to receipts bi-weekly.
4. Under no circumstances will sales tax be reimbursed.
5. All petty cash transactions will be subject to explicit review by a certified public accountant as part of the school's annual audit.

### **Accounts Receivable**

YWCP will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants, or any other amounts due but not yet received.

#### *Process:*

All revenues will be recorded on an accrual basis in accordance with GAAP. The school's accounting firm will maintain an aged schedule of accounts receivable, which lists payer, date, description, and account and will reconcile such schedule to the general ledger on a monthly basis.

### **Accounts Payable**

YWCP, whenever practical, shall pay bills within 60 days of their issue, unless a dispute arises. Bills of an amount that precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both YWCP and the vendor.

#### *Process:*

1. All accounts payable shall be recorded on the accrual basis in accordance with GAAP.
2. Accounts payable shall be maintained by the DOO who shall ensure timely payment and the development of payment plans.
3. Further, the DOO, in conjunction with the school's accounting firm, shall maintain a schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount and payable description and account.
4. Payments of bills shall be processed on the last day of each week.
5. All purchases in excess of \$10,000.00 shall be approved by the Board. All bills will be approved by the Principal prior to payment.
6. No payment will be made without a properly approved bill or other supporting documentation, including, but not limited to, signed and dated packing slips. Payments will be made from bills. If original bills are not available, copies will be requested. Payments will not be made based on statements.
7. The Board shall approve all contracts and loans.

The following table illustrates YWCP's commitment to checks and balances on fiscal processes and the intentional systems established to limit human error:

### Revenues

Internal Control Area	Risk	Precaution	Participants
Revenue identification	Human error, fraud	Employ segregation of duties; issue donor acknowledgement letters; perform monthly reconciliations; maintain impeccable records	Office Manager, Director of Operations
Cash receipts	Theft, misplacement, poor records	Issue receipts for cash collections; keep monies in locked drawer; enforce short deposit timeframe	Office Manager, Director of Operations

### Expenditures

Internal Control Area	Risk	Precaution	Participants
Purchase orders	Overspending, cash flow issues, fraud	Create purchase plan; generate purchase orders; conduct vendor research; keep original documentation; require multiple, segregated signatories	Office Manager, Director of Operations, Principal
Vendor invoices, accounts payable	Late payments, unauthorized commitments	Limit to pre-negotiated contracts and routine payments (e.g., utilities, internet service)	Office Manager, Director of Operations, Board of Trustees
Expense reimbursements	Overspending, misallocation	Set clear spending guidelines; limit number of reimbursable items; finance committee review of monthly activity	Director of Operations, Board of Trustees
Credit cards	Overspending, unrestricted use	Set clear spending and access guidelines; limit credit card use to rare occasions; require authorization prior to charge and detailed reconciliation each month, including finance committee review	Director of Operations, Board of Trustees
Petty cash	Unauthorized use, theft	Set clear spending and access guidelines; limit use to emergencies; require authorization prior to charge and detailed reconciliation	Office Manager, Director of Operations
Payroll	Human error, inaccurate personnel data	Outsource payroll services; update personnel data regularly	Director of Operations, Board of Trustees
Contracted services	Fraud, late or inaccurate payments	Treat contracted employees as vendors, using POs for flat fees and invoices for hourly fees	Director of Operations, Board of Trustees
Cellular phones	Overspending	Limit number of users; monitor monthly usage statements	Director of Operations
Cost allocation	Inaccurate data; cumbersome	Use Chart of Accounts to tag every expense item; use succinct	Office Manager, Director of Operations, Board of

	reporting	but detailed memos that follow a clear convention	Trustees
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**General**

Internal Control Area	Risk	Precaution	Participants
Banking	Human error, fraud	Conduct monthly bank reconciliations; require authorization for fund transfers	Director of Operations, Board of Trustees
Capital assets	Misallocation, theft / misplacement	Monitor inventory; create standard disposal and depreciation policies	Director of Operations
Record retention	Time-consuming audit, lack of audit trail	Create well-organized audit trail	Office Manager, Director of Operations, Board of Trustees

The YWCP Board of Trustees is committed to the school’s long-term sustainable fiscal health. As such, the Finance Committee will receive and review YWCP financial statements, including actual vs. budget reports, on a monthly basis and report to the full board.

**C. Facility**

The YWCP founding group has developed extensive knowledge of Rochester’s school facility options, working with realtors and professionals with school acquisition and financing expertise since fall of 2010. We are continuing to assess current facility opportunities for YWCP, and have identified several promising short- and long-term options.

At scale, YWCP will require approximately 45,000 square feet of space (assuming 100 square feet per student) and approximately 12,000 square feet in year one. Facility requirements in year one include: 4 classrooms, a Principal’s office, main office, pull out tutoring space, adult and child bathrooms, teacher work space, a dedicated entrance, a cafeteria/gymnasium, and appropriate storage. At scale, YWCP will require all of the above, plus: a total of 22 classrooms, nurse’s office, exam vault, College Bound (college counseling) office, and a large gathering space that can serve cafeteria, auditorium, and gymnasium purposes.

The YWCP founding group prefers and is currently working to acquire permanent space through the financing and purchase of a school building. Several adequate buildings have been indentified for purchase and negotiations have commenced. YWCP Trustees and founders are also working to secure financing through the leverage of philanthropy, bridge loans, and private debt. Below is a list of school buildings in Rochester identified as suitable for potential purchase:

Address	City/Town	Previous Function
208 Goodman Street N	Rochester	Rochester Christian School
923 Portland Ave	Rochester	St. Andrew School

Both purchase options identified will require modest renovation work to be completed before YWCP can open its doors. Conservatively, the school aims to close on a purchase deal by December 1, 2011 and have all renovation work completed by April 1, 2012. This timeframe allows adequate cushion and gives the school a comfortable window for furnishing and outfitting the school for opening.

There are several promising opportunities for the exclusive lease of space in buildings that were recently utilized as schools. Among the most ideal, the former Corpus Christi Catholic school building at the corner of Monroe Ave. and Oxford St. is currently available for lease and would provide highly desirable space for YWCP through its fourth year of operation. YWCP has also engaged in conversations regarding the lease excess space at the Nazareth Elementary School, a small Catholic school operating in a massive, half-vacant school building. The building recently housed a private, all-girls school. Below is a list of school buildings in Rochester identified as suitable for potential lease:

Address	City/Town	Previous Function
546 Oxford St.	Rochester	Corpus Christi School
1001 Lake Ave.	Rochester	Nazareth Elementary School

The annual cost of leasing or purchasing any of these spaces is estimated conservatively at a rate well below the average amount paid by most charter schools on facility in Rochester and less than the amount in the initial attached YWCP budget.

In the event of any unforeseeable hindrances to a new acquisition, YWCP is already exploring alternative arrangements to ensure the timely opening of the school. However, based on the extensive knowledge and experience of the founding team in school real estate, and their success in acquiring viable facilities in the past in Rochester, the founding group is extremely confident in its ability to identify and provide a suitable facility option for YWCP well within the required timeframe. Once a facility is secured, YWCP will notify the NYSED and Board of Regents within ten days.

**D. TRANSPORTATION**

The YWCP founding group believes that transportation must serve students, first by allowing them to be the best students they can be. While YWCP’s students will receive transportation services for which they are eligible under § 2853(4)(b) and § 3635 of the Education Law, the founders are cognizant of the experiences of other charter schools that have attempted to run rigorous academic programs with a transportation service that cannot meet bell starting day times or cannot be managed to support the school’s behavioral expectations. While YWCP intends to investigate using District sponsored bus passes for transportation of students in grades 7-12, it may also pursue alternatives such as providing students with select yellow bus service to the extent such options can be sustainably funded.

Regardless, since YWCP is in session on days when the students’ school district of residence is not in session, YWCP shall seek arrangements with First Student or the Rochester City School District, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding is included in our financial plan for the approximately 10 school days per year that we will be in session when the Rochester City School District will not be.

**E. FOOD SERVICE**

YWCP shall make available to students breakfast, lunch, and snack.

**Participation in Subsidized Meal Programs**

YWCP will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal

programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

### **Provision of Food Services**

YWCP will either contract with a vendor for the provision of food services, utilize the District to provide breakfast, lunch and afternoon snack to the school, or arrange “satellite” services by another public school in close proximity to the charter school.

### **Facilities**

YWCP intends to have its own food service facilities appropriate for the safe handling and distribution of student meals. Absent these facilities, however, the school will ensure that contractual arrangements provide food services to students directly in the classroom or in other suitable common areas.

## **F. INSURANCE**

While insurance brokers have limited ability to provide accurate quotes for charter schools that are not yet authorized and facilities that are yet to be finalized, YWCP has managed to secure two reasonable estimates from insurance companies with experience serving charter schools in New York State. YWCP plans to develop a comprehensive plan for insurance coverage, in consultation with a licensed and state approved insurance company.

Several brokers and insurance companies, including Chubb, Travelers, and The Hartford Group provided the school with estimates for the full slate of insurance required for responsible management of a charter school. While a final cost will not be finalized until the school has been authorized, the cost of insurance based on estimates received is conservatively projected at \$12,000 annually.

The school expects to attain at least the following insurance coverage:

- Automobile insurance for any school vehicles
- Directors and Officers insurance for officers and board members – \$1 million in coverage
- Employee benefits, such as health and dental
- General Liability insurance to protect the school against personal injury, bodily injury, and property damage – \$2 million aggregate and \$1 million for each occurrence
- Property insurance that protects the building, equipment, valuable documents, personal property, etc. – \$250,000 in coverage
- Umbrella liability insurance that provides excess protection and increases the limits of the general liability policy – \$10 million limit of coverage
- Workman’s Compensation insurance.

The anticipated costs of the insurance policies are included in the attached budget forms.

Additional coverage for excess liability or umbrella will be evaluated and adjusted based on the needs of the school as it grows. Upon authorization, YWCP’s founders will work immediately to identify the appropriate insurance provider and secure full coverage for the school. The policy will be made available to NYSED for full review and the policy will be in full force long before school operations commence.

## **G. PRE-OPENING PLAN**

YWCP’s founders and Board of Trustees have considerable experience managing schools and successfully opening charter schools specifically. This background will critical to the development and

execution of the school's pre-opening plan. Appendix F includes a detailed outline of key tasks to be accomplished between September 2011 and August 2012 when YWCP opens its doors to students. While by no means a comprehensive representation of every pre-opening task involved, the founders of YWCP have identified the following key areas of focus.

#### *Hiring*

YWCP's Board of Trustees and founders have already begun actively recruiting for the Principal position and will continue to aggressively pursue quality candidates with the goal of a September 2011 hire. The school will hire a Director of Operations to assist with all non-instructional aspects of school start up by October 2011 and an Office Manager by April, 2012. Recruitment and selection of exceptional teachers will occur throughout the pre-opening period. All teaching positions will be filled by July 2012 in time for the August 2012 start of staff training.

#### *Student Enrollment*

The founders of YWCP have been meeting with various local community organizations and making presentations to prospective parents for the past few months. The school's outreach and marketing efforts will continue and intensify to drive student enrollment interest even further following charter approval. If seats remain available following the YWCP admissions lottery in early April 2012, then outreach efforts will continue to ensure full enrollment and a healthy waiting list. Upon accepting a seat, families will be given a registration packet that includes a school calendar, family handbook, and all enrollment documents. YWCP's Office Manager will coordinate the collection of completed enrollments from families in a timely manner, including: district census form, school registration form, home language survey, medical release form, medical records, family meal application, transportation request form, academic records request form, and media release form. The school will follow all applicable regulations concerning the recruitment of students, admissions lottery and enrollment process. The enrollment process will culminate in a welcoming and intentional orientation for students and families, stressing the unique elements and expectations of YWCP.

#### *Facility and Equipment*

The YWCP founding team has significant experience in the acquisition, financing and on-time renovation of buildings in general and school facilities in particular. As such, the school is uniquely aware of, and prepared for, the challenges associated with arranging appropriate charter school facilities. YWCP has already identified a number of feasible facility options and established a timeline for acquisition and renovations. Based on the facility options being pursued, the timeline envisions a building ready for move-in by May 2012, allowing a comfortable cushion before school opening. Included in the facility plan is the timely arrangement of utility services, ordering of all furniture and equipment, installation of technology infrastructure, coordination of updated health and safety equipment, and all necessary NYSED inspections for issuance of a certificate of occupancy.

#### *Fiscal Procedures*

During the pre-opening period, the school's founders and Board of Trustees will pursue all the necessary steps to ensure the school's fiscal and financial health. This includes coordination with the IRS to file for 501(c)(3) status along with the adoption of official by-laws, code of ethics, fiscal policies and procedures, personnel policies, HR manual and submission of financial statements to NYSED in August 2012. The school will also mobilize its development action plan to pursue private and public grant opportunities.

#### *Compliance and Services*

YWCP is distinctly aware of its compliance and reporting obligations as a charter school in New York State and is prepared to take all steps during the pre-opening period to address short and long-term requirements. This includes registering for a BEDS code, ordering labor posters, ensuring employee background checks are conducted in a timely manner, and coordinating with local education agencies

such as BOCES to ensure the school has access to Level 0 student information reporting. YWCP will also work with the Rochester City School District's special education liaison to prepare for the efficient arrangement of services for any students enrolled with IEP's.

*Food and Transportation*

YWCP will take advantage of the pre-opening period to establish a relationship with the State's Child Nutrition Services office and arrange all aspects of the school's food service program. This includes work to identify a food service vendor, develop tracking procedures, and design menus. The school will also coordinate early and often with the Rochester City School District's transportation office and the RGRTA public busing service to ensure that all of YWCP's busing needs are met and systems are in place for successful operation from day one.

*Staff Development*

The founders of YWCP recognize the critical role of high quality staff development in the establishment and growth of a successful school. This is why, once hired, the Principal will participate in a fellowship: visiting, working, and learning from other outstanding YWLN schools. In addition, all staff members will report at the beginning of August 2012 for a three-week, intensive block of training. The Principal will work with YWLN resources to strategically plan this training in the months preceding to focus on the school philosophy, techniques for outstanding instruction, school systems and routines, staff and student expectations, and school culture as aligned to the mission.

All elements of the pre-opening plan are designed with years of school start-up experience so that YWCP will be fully prepared to deliver on its promise of an exceptional education when the first class of 7<sup>th</sup> grade young women arrives on August 27, 2012.

**Attachment 1: Roster of Key Contacts**

<b>Name</b>	<b>Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)</b>
<b>Laura Rebell Gross</b>	Lead Applicant, Co-Founder, Founding Group Member, Proposed Board Member
<b>K. Brooke Stafford-Brizard</b>	Co-Founder, Founding Group Member, Proposed Board Member
<b>Daniel Deckman</b>	Founding Group Member
<b>Kathleen Ponze</b>	Founding Group Member
<b>Erika Duthiers</b>	Founding Group Member, Proposed Board Member
<b>Duffy Palmer</b>	Founding Group Member, Proposed Board Member
<b>Ann Rubenstein Tisch</b>	Proposed Board Member
<b>Jennie Schaff</b>	Proposed Board Member
<b>Jennifer Vossler</b>	Proposed Board Member
<b>Dennis Kessler</b>	Proposed Board Member
<b>Howard Jacobson</b>	Proposed Board Member
<b>Flor Colon</b>	Proposed Board Member
<b>Susan Solomon</b>	Proposed Board Member
<b>Tonya Taylor</b>	Proposed Board Member

Attachment 2: Certification Statement

Proposed Charter School Name Young Women's College Prep Charter School of Rochester

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.

All girls school

Signature of Lead Applicant/  
Authorized Person

Laura Rebell Gross

Date 3/30/11

(Please label the copy that has original signatures)

Print/Type Name Laura Rebell Gross

Address

Daytime Ph

**Attachment 3: Sample Daily Schedule**

YWCP-Sample 7<sup>th</sup> Grade Daily Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:15	Advisory	Advisory	Advisory	Advisory	Advisory
Period 1 8:15-9:15	Humanities Block (ELA)				
Period 2 9:15-10:15	Humanities Block (SS)				
Period 3 10:15-11:15	Writing	Writing	Writing	Writing	Writing
Period 4 11:15-11:45	L	U	N	C	H
Period 5 11:45-12:15	Advisory	Advisory	Advisory	Advisory	Advisory
Period 6 12:15-1:15	Stem Block (Science)				
Period 7 1:15-2:15	Stem Block (Mathematics)				
Period 8 2:15-3:00	Latin Roots				
Period 9 3:00-3:45	Phys Ed (dance)	Art	Phys Ed (dance)	Art	Phys Ed (dance)
3:45-4:00	Advisory	Advisory	Advisory	Advisory	Advisory
4:00-5:00	Academic Enrichment/Extended Day Activities				

YWCP-Sample 9<sup>th</sup> Grade Daily Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:15	Advisory	Advisory	Advisory	Advisory	Advisory
Period 1 8:15-9:15	Spanish II	Spanish II	Spanish II	Spanish II	Spanish II
Period 2 9:15-10:15	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I
Period 3 10:15-11:15	Writing	Writing	Writing	Writing	Writing
Period 4 11:15-11:45	Advisory	Advisory	Advisory	Advisory	Advisory

Period 5 11:45- 12:15	L	U	N	C	H
Period 6 12:15- 1:15	World Literature (ELA)	World Literature (ELA)	World Literature (ELA)	World Literature (ELA)	World Literature (ELA)
Period 7 1:15-2:15	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment
Period 8 2:15-3:00	Global History I	Global History I	Global History I	Global History I	Global History I
Period 9 3:00-3:45	Phys Ed	Drama	Phys Ed	Drama	Phys Ed
3:45-4:00	Advisory	Advisory	Advisory	Advisory	Advisory
4:00-5:00	Academic Enrichment/Exten ded Day Activities	Academic Enrichment/Ext ended Day Activities	Academic Enrichment/Exte nded Day Activities	Academic Enrichment/Ext ended Day Activities	Academic Enrichment/Ex tended Day Activities

**ATTACHMENT 4: PROPOSED CALENDAR**  
**Young Women's College Prep Charter School of Rochester**

**2012-2013 School Calendar**

**JULY**

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

**AUGUST**

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

**SEPTEMBER**

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

**OCTOBER**

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

**NOVEMBER**

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

**DECEMBER**

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

**JANUARY**

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

**FEBRUARY**

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

**MARCH**

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

**APRIL**

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

**MAY**

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

**JUNE**

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

**Key:**

- Staff reports 8/6
- No school
- Saturday school
- Staff development day
- First day of school 8/23; last day 6/28

**Attachment 5: YOUNG WOMEN'S COLLEGE PREP  
CHARTER SCHOOL OF ROCHESTER**

**BYLAWS**

**ARTICLE I**

**NAME**

The name of the Corporation shall be the Young Women's College Prep Charter School of Rochester (hereinafter the "YWCP"). YWCP is and shall be a Type B not-for-profit education corporation with no members, and organized and maintained for the purpose of education.

**ARTICLE II**

**MEMBERSHIP**

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

**ARTICLE III**

**BOARD OF TRUSTEES**

Section 1. Powers.

The business, property and affairs of YWCP shall be managed by the Board of Trustees, subject to the limitations of the New York Education Law, New York Not-for-Profit Corporation Law, YWCP's Charter, and these By-laws. The Board may delegate the management of the activities of YWCP to others, so long as the affairs of YWCP are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Section 2. Number of Trustees and Eligibility.

(a) The number of Trustees of YWCP shall be not less than seven (7), nor more than twenty (20), the number of Trustees to be determined from time to time by resolution of the entire Board of Directors, provided that no decrease in the number of Trustees shall shorten the term of any incumbent Trustee. The Board may elect any person who, in its discretion, determines will serve the interest of YWCP faithfully and effectively.

(b) Trustees, officers or employees of any single organization shall hold no more than forty (40) percent of total seats comprising the Board.

(c) Each Trustee shall be at least eighteen years of age.

Section 3. Election and Term of Office.

The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

The Trustees shall be classified in a manner determined by the Board of Trustees so that the regular term of office of approximately one-quarter of such Trustees shall expire at the time of the Annual Meeting of the Board of Trustees each year. The term of office of any such Trustee shall expire at the close of the Annual Meeting, and his/her successor shall be selected by the Board of Trustees to serve for the term of three (3) years, or in the case of an unexpired term, the time remaining in the vacant term. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of YWCP's Charter or the By-laws or other Board action.

The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

#### Section 4. Interested Persons.

Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" shall mean: (1) any person currently being compensated by YWCP for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

#### Section 5. Restriction on Affiliation with Young Women's Leadership Network, Inc.

(a) Not more than two (2) trustees may be affiliated with Young Women's Leadership Network, Inc. ("YWLN"), or have immediate family members so affiliated, and one such Trustee's affiliation is limited to serving as director of YWLN.

(b) Termination of the Memorandum of Understanding ("MOU") between YWCP and YWLN shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting.

#### Section 6. Removal and Resignation of Trustees

(a) Any Trustee may be removed or suspended from office with cause by vote of a majority of the entire Board. Such removal shall not prejudice the Trustee's rights, if any, under an employment contract.

(b) The Board may remove a Trustee in accordance with the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law.

(c) Any Trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary of the Board (or his or her designee). Such resignation shall take effect at the time specified therein, or if no time specified, then on delivery. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Failure of any Trustee to attend three (3) consecutive meetings without being excused from attendance by the Chair shall be deemed cause for removal.

#### Section 7. Vacancies.

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

When a vacancy in the Board of Trustees shall occur, the vacancy shall be filled by vote of a majority of the Board then in office. Trustees elected to fill newly created vacancies shall hold office until their successors have been elected and qualified. Trustees elected to fill vacancies shall serve until the next annual meeting at which time the election of Trustees is in the regular order of business and until their successors are elected and have qualified.

Section 8. Compensation of Trustees.

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses incurred while conducting YWCP business.

Section 9. Place of Meetings.

Board Meetings shall be held at YWCP's principal office or at any other reasonably convenient place the Board may designate.

Section 10. Annual Meetings.

An Annual Meeting shall be held in the month of September of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 11. Regular Meetings.

Regular Meetings shall be held bi-monthly throughout the year except for one month during the summer, and other times as the Board determines.

Section 12. Special Meetings.

A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written request of not less than three Trustees of the entire Board.

Section 13. Quorum.

Unless a greater proportion is required by law or in these By-laws, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 14. Adjournment.

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 15. Action by the Board.

(a) Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If

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

(b) Any action required or permitted to be taken by the Board or any committee may be taken without a meeting, if all members of the Board or the committee consent in writing to the adoption of a resolution authorizing such action. The resolution and written consents thereto by the members of the Board or committee shall be filed with the minutes of the proceeding of the Board or committee.

(c) Any one or more members of the Board or any committee may participate in a meeting of such Board or committee by means of a conference telephone or similar communications equipment allowing persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

#### Section 16. Order of Business.

The order of business at each meeting shall be determined by the chair of the Board.

#### Section 17. Notices.

Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law. Notices of Board Meetings shall be given to the Board as follows:

(a) Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings.

(b) Special Meetings shall be held upon four (4) days notice by first-class mail or forty eight (48) hours notice delivered personally or by telephone, facsimile, or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in YWCP's records, and first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

#### Section 18. Waiver of Notice.

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers Law (the Open Meetings Law).

#### Section 19. Annual Report.

The Board shall present at the Annual Meeting an annual report certified by a firm of independent public accountants selected by the Board, showing in appropriate detail the following:

(a) The assets and liabilities, including the trust funds, of the school as of the end of the fiscal year immediately preceding the date of the report.

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year immediately preceding the date of the report.

(c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purpose, for the fiscal year immediately preceding the date of the report.

(d) The expenses of disbursements of the school, for both general and restricted purposes, during the fiscal year immediately preceding the date of the report.

This report shall be filed with the minutes of the Annual Meeting of the Board.

Section 20. Standard of Care in Performance of Duties.

Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

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

Section 21. Reliance on Others.

In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

(a) One or more Trustees, Officers or employees of YWCP whom the Trustee believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence;

(c) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of YWCP's Charter or By-laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified herein, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 22. Rights of Inspection.

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

Section 23. Participation in Discussions and Voting.

Except as otherwise set forth in these By-laws, every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: 1) a self-dealing transaction; 2) a conflict of interest, 3) indemnification of that Trustee uniquely; or 4) any other matter at the discretion of a majority of the Trustees then present.

Section 24. Duty to Maintain Board Confidences.

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

**ARTICLE IV**

**PRINCIPAL OFFICE**

YWCP's principal office shall be at the actual school, Young Women's College Prep, or at such other place as the Board may select by resolution or amendment of the By-laws. The Secretary shall note any change in principal office on the copy of the By-laws maintained by the Secretary.

**ARTICLE VI**

**COMMITTEES**

Section. 1. Appointment of Committees.

The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than one Trustee, except in the case of the Executive Committee. The Executive Committee will consist of not less than four Trustees. All committee members shall serve at the pleasure of the Chair of the Board.

Section 2. Authority of Board Committees.

The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any committee which has the authority of the Board;
- (c) The fixing of Trustee compensation for serving on the Board or on any committee;
- (d) The amendment or repeal of By-laws or the adoption of new By-laws; and
- (e) The appointment of other committees of the Board, or the members of the committees.

Section 3. Procedures of Committees.

The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed

by the provisions of these By-laws with respect to the calling of meetings, including compliance with the Open Meetings Law.

Section 4. Standing Committees.

The standing committees of the Board shall be the Executive Committee, a Finance Committee, a Performance Review Committee, a Development Committee, and an Audit Committee.

**ARTICLE VII**

**OFFICERS**

Section 1. Initial Officers.

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

Section 2. Chair.

Subject to Board control, the Chair has general supervision, direction, and control of the affairs of YWCP, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

Section 3. Vice Chair.

If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

Section 4. Secretary.

The Secretary shall: (1) keep or cause to be kept, at YWCP's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (2) keep or cause to be kept a copy of YWCP's Charter and By-laws, with amendments; (3) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (4) have such other powers and perform such other duties as the Board may prescribe.

Section 5. Treasurer.

The Treasurer shall: (1) keep or cause to be kept adequate and correct accounts of YWCP's properties, receipts and disbursements; (2) make the books of account available at all times for inspection by any Trustee; (3) deposit or cause to be deposited YWCP's monies and other valuables in YWCP's name and to its credit, with the depositories the Board designates; (4) disburse or cause to be disbursed YWCP's funds as the Board directs; (5) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of YWCP's financial transactions and financial condition; (6) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (7) have such other powers and perform such other duties as the Board may prescribe.

Section 6. Election, Eligibility and Term of Office for Officers.

(a) Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

(b) Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

(c) Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until his or her successor is elected.

**ARTICLE VIII**

**NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for YWCP's debts, liabilities, or other obligations.

**ARTICLE IX**

**INDEMNIFICATION OF CORPORATE AGENTS**

YWCP may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding, whether civil, criminal, administrative, investigative or otherwise, including any action by or in the right of the Corporation, by reason of the fact that s/he, his/her testate or intestate was a Trustee, Officer, employee or agent of YWCP. The indemnification shall be against judgments, fines, penalties, amounts paid in settlement (as consented to by the Board) and reasonable expenses, including attorneys' fees and costs of investigations incurred by the indemnified person with respect to any such threatened or actual action or proceeding, an any appeal thereof.

The Corporation shall not indemnify any person if a judgment or other final adjudication adverse to the indemnified person (or to the person whose actions are the basis for the action or proceeding) establishes, or the Board of Trustees in good faith determines, that (a) the acts of the indemnified party were material to the claim, actual or threatened, and (i) were committed in bad faith, or (ii) were the result of active or deliberate dishonesty, or (b) the Indemnified Party personally gained in fact a financial profit or other advantage to which s/he was not legally entitled.

**ARTICLE X**

**SELF-DEALING TRANSACTIONS**

YWCP shall not engage in any self-dealing transactions, except as approved by the Board, in accordance with applicable federal and state law. "Self-dealing transaction" means a transaction to which YWCP is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of YWCP, if the transaction (1) is approved or authorized by the Board in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

## ARTICLE XI

### CONFLICTS OF INTEREST

#### Section 1. Purpose.

The purpose of the conflicts of interest policy is to protect the interest of the Corporation when it is contemplating entering into a transaction or arrangement, (1) that might benefit the private interest of an officer or Trustee of the Corporation or (2) with respect to which an officer or Trustee of the Corporation may have conflicting interests or interests which may appear to conflict with the interests of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit corporations.

#### Section 2. Definitions.

A. Interested Person. An interested person is any Trustee, principal officer, or member of a committee with Board delegated powers who either (a) has a direct or indirect financial interest, as defined below, or (b) has any personal, business, professional or other interest including an interest as a current or former director or officer of or substantial contributor to a for-profit or nonprofit organization.

B. Financial Interest.

A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or
2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. A financial interest is not necessarily a conflict of interest. A person who has a financial interest will have a conflict of interest only if the person declares a conflict of interest or if the appropriate Board or committee decides that a conflict of interest exists.

#### Section 3. Procedures.

A. Duty to Disclose; Declaration of a Conflict of Interest.

1. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of his/her financial or other interest and must be given the opportunity to declare a conflict of interest.

2. If an interested person declares a conflict of interest, he/she may (but shall not be required to) answer any questions raised by the Trustees and members of committees with Board delegated powers considering the transaction or arrangement. If an interested person declares a conflict of interest, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest; provided, however, that the remaining Board or committee members may decide to permit the interested person to remain in the meeting during the discussion and/or vote.

3. If an interested person discloses the existence of his/her financial or other interest but does not declare a conflict of interest, he/she shall answer any questions raised by the Trustees and members of committees with Board delegated powers considering his/her financial or other interest in the transaction or arrangement. The determination of whether a conflict of interest exists shall be made in accordance with the procedures of Section C(2).

B. Determining Whether A Conflict Of Interest Exists In The Absence Of A Declaration.

If an interested person discloses the existence of his/her financial or other interest but does not declare a conflict of interest, after disclosure of the financial or other interest, and after answering any questions, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists. For this purpose, a *material* financial interest shall be deemed a conflict of interest while an interest other than a *material* financial interest is sufficient to, but need not, constitute a conflict of interest.

C. Procedures For Addressing The Conflict Of Interest In The Case Of A Transaction Or Arrangement.

If the conflict of interest pertains to a transaction or arrangement:

1. An interested person may (but shall not be required to) answer any questions raised at the Board or committee meeting, and after providing such answers, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest; provided, however, that the remaining Board or committee members may decide to permit the interested person to remain in the meeting during the discussion and/or vote.

2. The Chair of the Board or chairperson of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

4. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

D. Violations of the Conflicts of Interest Policy.

1. If the Board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

2. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## **ARTICLE XII**

### **OTHER PROVISIONS**

#### Section 1. Fiscal Year.

The fiscal year of YWCP begins on July 1 of each year and ends on September 30.

#### Section 2. Execution of Instruments.

Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of YWCP to enter into any contract or execute and deliver any instrument in the name of or on behalf of YWCP. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind YWCP by any contract or engagement, to pledge YWCP's credit, or to render it liable monetarily for any purpose or any amount.

#### Section 3. Checks and Notes.

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of YWCP may be signed by the Chairperson of the Board, Principal, or Treasurer, except in cases involving an amount greater than \$5,000 in which two authorized signatures are required.

#### Section 4. Construction and Definitions.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

#### Section 5. Interpretation of Charter.

Whenever any provision of the By-laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## **ARTICLE XII**

### **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these By-laws. Material amendments to the By-laws are not effective without the approval of the State University Trustees.

**CERTIFICATE OF SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of Young Women's College Prep Charter School of Rochester, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

*Jennie I. Schaff*

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Secretary

March 29, 2011

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Date

## **Attachment 6: YWCP Board of Directors Code of Ethics**

The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, and the school's charter and Bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 40 percent of the people serving on the Board of Trustees of the school may be compromised of: 1) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; 2) any sister, brother, ancestor, descendent, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or 3) voting members who are affiliated with any single entity other than the school itself. Trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board.

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: 1) a "self-dealing transaction" (see below); 2) a conflict of interest, 3) indemnification of that Trustee uniquely; or 4) any other matter at the discretion of a majority of the Trustees.

The Board of Trustees, officers and employees shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is party and in which one or more of the Trustees, officers or employees respectively has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction: 1) is approved or authorized by the Board in good faith and without unjustified favoritism; and 2) results in a benefit to one or more Trustees, officers or employees or their families because they are in a class of persons intended to be benefited by the program.

A Trustee, officer or employee having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is an employee, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school. Trustees, officers or employees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business propositions.

Only trustees, officers and employees of for-profit corporations having a business relationship with the school that fits into the following categories will be permitted to serve as a voting member of the school's Board of Trustees: 1) individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; 2) individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the school; 3) individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or 4) members of the faculty of the school.

Trustees, officers, or employees of any partner organization with the school other than a for-profit management organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If it occurs, a Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in these matters will be reflected in the Board minutes.

Trustees, officers or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them. Trustees, officers or employees shall not use their position with the school to acquire any gift or more that is not available to a similarly situated person, unless that gift is for the use of the school. Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

The Code of Ethics will be distributed to all employees upon hiring by the school, and to all officers and trustees upon appointment to the Board of Trustees. If amendments are made to the Code of Ethics, all employees, officers and trustees shall receive an updated copy. Time will be allotted at an appropriate board and staff meeting to explain the Code. The Principal shall serve as the Compliance Officer to ensure compliance with the Code of Ethics; one Trustee shall be appointed to oversee the Principal in this role.

## **Attachment 7: Bios of Prospective Founding Group Members**

### **Young Women's College Prep Founding Group**

#### **Laura Rebell Gross (Lead Applicant/Co-Founder)**

Laura Rebell Gross is the Co-Founder of Young Women's College Prep Charter School of Rochester. Ms. Gross was an English Teacher at The Young Women's Leadership School of East Harlem from 1998-2004 where she served as Department Chairperson from 2000-2004. At TWYLS East Harlem, Ms. Gross's eleventh-grade students earned a 100% passing rate on the ELA Regents for four years in a row. Ms. Gross was the recipient of the 2003 NYSEC Educators of Excellence Award. Before teaching in East Harlem, Ms. Gross taught high school English at Wings Academy in the Bronx and The Dwight School in New York City. Ms. Gross earned a BA from Tufts University, an MAT from Brown University and has completed coursework toward a Ed.d in Curriculum and Teaching at Teacher's College, Columbia University and the Warner School, University of Rochester. For the past five years, Ms. Gross worked for the Mid-West Regional Schools Support Center of Boces Monroe County, as a literacy coach and teacher mentor in the Rochester City School District. Ms. Gross's primary responsibilities in this job included curriculum planning, modeling lessons, leading teacher workshops and evaluating teachers. Ms. Gross has also done consultant work and curriculum writing for The Young Women's Leadership Network and has authored much of the Advisory curriculum currently being used in the Network Schools.

Ms. Gross has served on the Board of Directors of The Young Women's Leadership Network for seven years and currently chairs the Schools Committee on that board. Ms. Gross has also served on the New York City Advisory Board of Donor's Choose. Ms. Gross was raised in the suburbs of New York City by parents who were passionate advocates for public education and community service. She lives in Rochester, NY with her husband and three young daughters.

#### **K. Brooke Stafford-Brizard (Co-Founder)**

K. Brooke Stafford-Brizard, Ph.D. is the Co-Founder of Young Women's College Prep Charter School of Rochester. Dr. Stafford-Brizard has worked in public urban education in a number of roles over the past 12 years. After earning a B.A. from Columbia College, Columbia University, Dr. Stafford-Brizard taught 5<sup>th</sup>-7<sup>th</sup> grades in the Bronx through Teach for America. While earning her doctorate in Educational Psychology from Columbia University, Dr. Stafford-Brizard taught at the graduate level, developed curriculum, and conducted research in schools through the New York City Department of Education. Dr. Stafford-Brizard's research focused on reading comprehension, specifically helping students to make the transition from narrative text comprehension to expository text comprehension, and her dissertation. Upon completion of her doctorate, which was awarded with distinction, Dr. Stafford-Brizard worked within The New York City Department as Director of Research in the Division of Teaching and Learning, and as Director of Data Strategy and Evaluation in District 79, the Alternative High Schools and Programs division. Dr. Stafford-Brizard led the knowledge management initiative and supported content area directors in the evaluation of their professional development. Dr. Stafford-Brizard has also worked as an independent consultant, supporting knowledge management efforts within non-profit organizations and independent schools.

#### **Daniel Deckman**

Dan Deckman is currently an independent education consultant with more than seven years of experience working with charter schools in New York State. He spent over four years serving True North Public Schools (a network of Uncommon Schools, Inc.), most recently as Chief Operating Officer and formerly as Director of Operations for True North Rochester Prep Charter School. Mr. Deckman previously worked for two years as Research Analyst & Marketing Coordinator at Civic Builders, a nonprofit real

estate development organization that strives to implement facilities solutions for New York City charter schools. Prior to that, Mr. Deckman developed a deep background in legal and investigative analysis, including over four years as Senior Litigation Paralegal at the firm of Cleary, Gottlieb, Steen and Hamilton. In addition, he has held roles managing political campaigns at the state and local levels. Mr. Deckman holds a B.A. degree from Fordham University.

### **Kathleen Ponze**

Kathleen Ponze holds a BA in French from Columbia University School of General Studies, a Master's in French and Romance Philology and an MA Philosophy from Columbia University. Ms. Ponze taught French at Columbia University and worked as a research assistant to the Dean of the Arts at Queens College City University of New York in the 1970's. She was the Assistant Director of Marketing for the Kalso Earth Shoe Company and Assistant to the Treasurer at a division of Mitsubishi International Corporation until 1983. In 1985, Ms. Ponze entered the New York City public school system and taught French and Spanish for 11 years. She became an assistant principal in 1998 in Queens and was selected as the Principal of The Young Women's Leadership School of East Harlem in 2001.

Ms. Ponze created an exemplary learning community at the East Harlem school. She was recognized in 2005 by NASSP as one of 10 national Breakthrough High School Principals. She is the recipient of the Harlem Children's Storefront School Educator of the Year Award for 2006. The school received a New York State 'Gap Closing' recognition for 2003-2006 as well. Ms. Ponze has built the advisory system at TYWLS as it is currently structured. She has presented at numerous local and national conferences on public single sex schooling and effective advisory programs.

Ms. Ponze works to support a growing network of Young Women's Leadership School replications and affiliates.: TYWLS Brooklyn, South Jamaica, Queens, and Astoria are all now fully operating. There is also a network school in Philadelphia. YWLN has affiliates in Chicago, Baltimore, and Texas. All of the schools are supported by The Young Women's Leadership Network, a 501(c)3 founded by Ann and Andrew Tisch. The Network funds the College Bound Initiative in all of the schools as well as in other New York City public coed high schools. Kathleen provides a wide variety of educational training and supports to the principals and teachers in all of the network and affiliate schools.

### **Duffy Palmer**

Duffy Palmer, a public school teacher with over thirty years of classroom experience, is certified in several areas. His teaching experiences range in all levels from Kindergarten to Community College and in almost every area of ability and disability. Mr. Palmer spent most of his career in education as a mentor to new teachers and teachers in need of support and as lead teacher to several different teaching teams in elementary, middle and high school programs. His professional development expertise has been teaching teachers how to successfully include special needs students at all levels and in all subjects. Mr. Palmer's experience led former Governor Spitzer to appoint him Director of Education Policy. Former Governor Paterson then promoted Mr. Palmer to Deputy Secretary of Education, the most senior advisor to the Governor in education issues and initiatives. Mr. Palmer led the effort for NYS in a National Governor's Association initiative identifying Charter School Leadership and was the Governor's lead in realizing the success of the NYS Race to The Top application. Mr. Palmer was also one of 7 governmental leaders recognized nationally for his work in the promotion of quality after school programming.

Mr. Palmer has served on several local boards and initiatives. He most recently stepped down from the position of the Co-Chair of the Empire State Pride Agenda which, under his six year leadership, became the largest statewide LGBT organization in the country. The organization's staff and board went through a total transformation to realize several successes including many legislative victories as well as a newfound financial stability and sustainability. Mr. Palmer's board work has, like his teaching, been centered around helping others realize their own ability, find their own voice, and share their success.

## **Erika J. Duthiers**

Erika J. Duthiers has served as the Associate Counsel at Rochester Institute of Technology (RIT) since October 2009. As Associate Counsel, Ms. Duthiers advises the University on all legal matters, including issues related to employment, intellectual property, student life, real estate, contracts, export control, governance, litigation, and legal compliance. Prior to joining RIT, Ms. Duthiers was a senior litigation associate at Nixon Peabody LLP for 9 years. She also served as a confidential law clerk to the Honorable George Bundy Smith of the New York State Court of Appeals from 1999 to 2000, and as a Senior Court Attorney at the Court from 1997 to 1999.

Since moving to Rochester in 2007, Ms. Duthiers has been involved in the community and serves on the boards of the Mary M. Gooley Hemophilia Center, Haitian Outreach Pwoje Espwe (H.O.P.E.), and Jack & Jill of America, Inc. In addition to her community activities, Ms. Duthiers is an active participant in several professional organizations, and was appointed by Governor Patterson in 2009 to the Fourth Department Judicial Screening Committee.

Ms. Duthiers is first generation Haitian-American, and was fortunate enough to have a strong support network and mentorship throughout her formative years. She is excited at the opportunity to assist young women in underserved communities to achieve success by empowering them through a network of support and education, and to help them grow into future leaders.

### **Young Women's College Prep Board of Trustees**

#### **Executive Committee**

**Duffy Palmer (Chair)** (see founding group bio)

**Laura Rebell Gross (Vice-chair)** (see founding group bio)

#### **Jennie Schaff (Secretary)**

Jennie I. Schaff, Ph.D., is an associate professor of education at Nazareth College in Rochester, New York. Specifically, Dr. Schaff teaches within the department of Language Literacy and Technology in Nazareth College's School of Education. Dr. Schaff's educational background includes Bachelors and Masters degrees in physical therapy from Simmons College and a Doctorate in Education from George Mason University. Dr. Schaff's research and publications focus on the use of assistive technology for children with disabilities, professional development of teachers in the areas of assistive and educational technology, multimodal and digital literacies, and cyber-bullying in the digital age. Dr. Schaff has served on the board of the ARC of Monroe County as well as served actively on numerous committees at Nazareth College surrounding the areas of civic engagement, social justice, and service learning.

#### **Jennifer Vossler (Treasurer)**

Jennifer Vossler is a seasoned finance professional with over 25 years of progressive finance experience. Currently a Vice President and Comptroller at Paychex, Rochester, Ms. Vossler has held various executive and senior management positions with responsibilities including management of external reporting, internal control systems, international finance functions, banking and treasury operations and corporate accounting and planning. In addition, Ms. Vossler has been involved in several process improvement and cost reduction initiatives throughout her career. She has participated in leadership development programs and has managed a large finance organization for many years. Ms. Vossler has also led management meetings with the Audit Committee and Compensation Committees of the Board of Directors for various companies. A native of upstate New York, Ms. Vossler is a certified public

accountant and holds a Bachelor of Science degree in accounting and management information systems (MIS) from Syracuse University.

Ms. Vossler has previously served on the Boards of the American Diabetes Association Rochester Chapter and Mothers Against Drunk Drivers where she participated in various strategic and fund raising initiatives.

### Trustees

**K. Brooke Stafford-Brizard** (see founding group bio)

#### **Ann Rubenstein Tisch**

Ann Rubenstein Tisch is the founder and creator of a groundbreaking network of all-girls public schools. There are currently four schools in New York City, one in Philadelphia, plus affiliates in Chicago, Baltimore, Dallas, San Antonio, Lubbock, and Austin, Texas. The Young Women's Leadership School of East Harlem opened in 1996 and was the first single-sex public school to open in more than 30 years and reignited the movement of single-sex public schools and classrooms in the United States. There are now more than 100 single-sex public schools and classrooms in the country. Shortly after she opened the East Harlem School, Ms. Rubenstein Tisch created a college guidance and access program called CollegeBound Initiative. It places specially trained, full-time college counselors in single-sex and co-ed schools and has shown amazing results. Since its first graduating class, the East Harlem School has had a 100 percent graduation rate and acceptance rate into four-year colleges. The average financial aid package is approximately \$30,000 per student for four years. CollegeBound has been replicated and now operates in 13 single-sex and co-ed schools in the New York City area.

A native of Kansas City, Missouri, Ms. Rubenstein Tisch began a 19-year career in broadcast journalism at WIBW-TV in Topeka, Kansas. She then moved to WCOO-TV in Minneapolis, Minnesota and later joining NBC Network News as a National Correspondent. As a National Correspondent, Ms. Rubenstein Tisch developed a strong interest in educational issues. After covering dozens of education stories for the network, as well as reading and studying data on single-sex education, she was inspired to create an all-girls inner city public school. In 1996, with the help of the Center for Educational Innovation and the unanimous approval of the New York City Board of Education, Ms. Rubenstein Tisch turned her idea into a reality and opened The Young Women's Leadership School of East Harlem. She currently serves as a Trustee on the Board of Washington University in St. Louis. She also serves on the Dean's Council of The New York University Tisch School of the Arts and is a Trustee of the Center for Educational Innovation. She is currently consulting with many school districts and parent groups across the country about creating schools similar to The Young Women's Leadership School.

#### **Flor Colon**

Flor M. Colón is an Associate General Counsel in the Office of General Counsel of Xerox Corporation. Ms. Colon joined the Xerox legal department in March 1999 after practicing law at the firm of Nixon Peabody LLP (formerly Nixon, Hargrave, Devans & Doyle LLP) for over 10 years. In her current position Ms. Colon is responsible for managing the legal departments in Xerox's Developing Markets Operations covering over 150 countries, including responsibility for corporate governance matters, material litigation, human resources issues, distributor relationships, contract review/negotiations, and dispute resolution. Ms. Colon also serves as Chair of the Office of General Counsel's Diversity Committee established in 2008. As an attorney in Rochester, NY for the past 22 years Ms. Colon brings a broad base of both legal and community experience to the board of YWCP. Ms. Colon has been involved in the Rochester community as a board member since 1995 and has served on various advisory

committees. She has served on the boards of the United Way, Ibero-American Action League, Volunteer Legal Services Project of Monroe County, Catholic Charities (Roman Catholic Diocese of Rochester), The Children's Agenda, SUNY Brockport Foundation, Camp Stella Maris, and the Greater Rochester Association for Women Attorneys. Ms. Colon has direct experience serving as a trustee of a charter school board. From 2001 to 2003 she served on the Board of Trustees of the Eugenio Maria de Hostos Charter School in Rochester during the first two years that the school was in operation.

Ms. Colon was born in New York City and is first generation Cuban-American. Although they were hardworking blue collar immigrants from Cuba with very little education, Ms. Colon's parents understood the importance of education and stressed to Ms. Colon (and her siblings) the value of a good education. Ms. Colon's parents lovingly encouraged her to go to college and choose whatever career she wanted because, as they told her, there were no boundaries or limits on what she could accomplish. Ms. Colon's own life experience draws her to the work of YWCP – encouraging young women to look beyond their current circumstances toward a life of unlimited possibilities.

**Erika J. Duthiers** (see founding group bio)

### **Howie Jacobson**

With a broad range of business and community advocacy experience, Howie Jacobson is well positioned to serve on the Board of Young Women's College Prep Charter School. Currently a Managing Partner at the firm of Dixon Schwabl, Mr. Jacobson also has extensive board experience including: Board member for The Harley School, serving as marketing committee chair, Vice-chair of Hillside Work-Scholarship Connection, serving as program health advocate, 3 term Chairman of Board, Golisano Children's Hospital (currently Vice-chair), founding Board member, EquiCenter For Therapeutic Horseback Riding and advisor for many not for profits on creative fundraising ideas. Following graduation from Cornell University (B.S. Food Science/Food Marketing) and earning his Masters Springfield College in physical education, Mr. Jacobson created a number of 'start-up' businesses including importing leather products, farming (sheep) and a fine wine shop.

In 1981, Mr. Jacobson was asked to join Canandaigua Wine Company which resulted in a 19 year career in sales & marketing. At this job, Mr. Jacobson acquired the skill of brainstorming the true goals and objectives needed for success as well as focusing the programs on the real end user--the customer/the clients/the students/the patients-. Mr. Jacobson brings these skills to Young Women's College Prep Charter School of Rochester. His experience with the Pencil Partner Program (as a mentor to a RCSD High School principal 2009) will be an asset to the Board. Finally, most recently (2009), Mr. Jacobson enrolled at Nazareth College to continue his goal to achieve my Masters in Urban Education. Mr. Jacobson completed his course research paper focusing on "Security in our City Schools and the impact on the value of trust".

### **Dennis Kessler**

Dennis Kessler is the owner and Co-founder of The Kessler Group, Inc., and Kessler Family LLC, a pair of privately held restaurant development companies that employ more than 3,000 people in the greater Rochester area, central and western New York State. The fast food component of Mr. Kessler's company operates 21 Burger King restaurants and is the largest franchise group in the Friendly's chain and the 71<sup>st</sup> largest restaurant company nationwide. Mr. Kessler is also the Edward and Agnes Ackley Executive Professor of Entrepreneurship and Director of the Entrepreneurial Studies Program at the William E. Simon Graduate School of Business Administration, University of Rochester. One of the many

accomplishments Mr. Kessler has achieved in his position at the Simon School is establishing the first blog on Entrepreneurship specifically directed toward women in business careers. A graduate of Yale University Law School and doctoral candidate at the Northwestern University School of Law, Mr. Kessler is a passion education advocate and community activist. In addition to the YWCP Board, Mr. Kessler currently serves on the Boards of the University of Rochester and The Hillel School of Rochester.

### **Susan Solomon**

Susan Solomon is Chairman Emeritus of the Board of Directors of Safe Horizon, the nation's largest victim assistance program. She was Chairman from 1998—2002, and a board member since 1989. Safe Horizon directed the \$180 million distribution of the 9/11 Funds and the survivor counseling services. Ms. Solomon was a founder of Lieber and Rebell Associates, a marketing strategy firm, which was acquired by Mercer Management Consulting, a division of Marsh McLennan. At Mercer, Ms. Solomon became a Vice President of Marketing. Ms. Solomon is currently a Trustee of Sesame Street Workshop, WNYC/WQXR and the National Peace Corps Association. She has served as a Trustee of DonorsChoose, a not-for-profit public education organization, CEI/PEA (Center for Educational Innovation), LEAP (Learning through Education and Arts Programs) and National Public Radio Foundation Board.

Ms. Solomon was a Peace Corps Volunteer in Sierra Leone, West Africa from 1965-1967. She received her BA from Tufts University. Currently, Ms. Solomon resides in New York with her husband, Peter. They have 5 children.

### **Tonya Taylor**

Tonya Taylor directs fundraising and alumni activities for the Harley School, representing the school and working closely with alumni, friends, parents, organizations and foundations to generate awareness of its mission and programs. Ms. Taylor has 15 years of non-profit experience, most recently at Rochester General Health System where she served as the Executive Director of the Newark Wayne Community Hospital Foundation and as the Director of Marketing and Community Services for the Health System. Ms. Taylor formerly served as Director of Development and Communications for Wilson Commencement Park, where she was responsible for fundraising, public relations and marketing. Ms. Taylor served in similar capacities at the Health Association and the American Red Cross. Ms. Taylor is a graduate of Elon University in North Carolina. She has served as a board member of the Greater Rochester YMCA, The United Way of Wayne County, the Rochester Chapter Jack and Jill of America, and of the Rochester Chapter of the National Association of Black Journalists.

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Laura Rebell Gross, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Laura Rebell Gross  
Signature

March 28, 2011  
Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, K. Brooke Stafford-Brizard, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



Signature

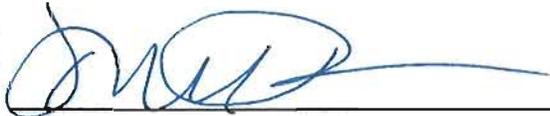
3/25/11

Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, DUFFY PALMER, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



Signature

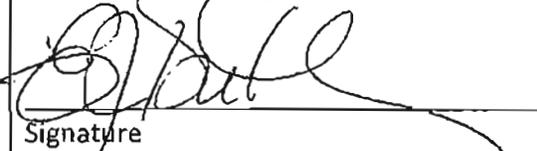
3.22.11

Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Erika J. Duthiers, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

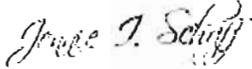
  
Signature

March 23, 2011  
Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Jennie I. Schaff, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



\_\_\_\_\_  
Signature

March 21, 2011

Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Jennifer R. Vassler, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Jennifer R. Vassler  
Signature

3/28/11  
Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Ann Rubenstein Tisch, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Ann R. Tisch

Signature

3/24/2011

Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, *Flor M. Colón*, 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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

*Flor M. Colón*  
\_\_\_\_\_  
Signature

*March 21, 2011*  
\_\_\_\_\_  
Date



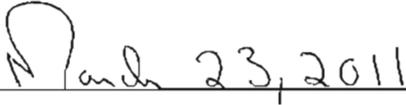


**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Susan Solomon, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

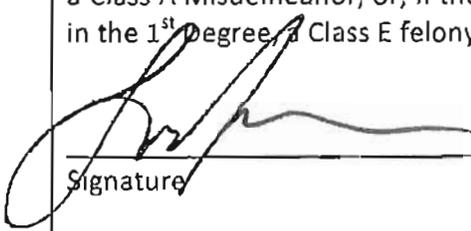
  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Tonya Taylor (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing In the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, If there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

3-23-11  
Date

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Laura Rebell Gross

Daytime Telephone: \_\_\_\_\_

Home Mailing Address \_\_\_\_\_

Personal EMail/Fax \_\_\_\_\_

Business Address: \_\_\_\_\_

Business E-Mail/Fax \_\_\_\_\_

Charter School Name: Young Women's College Prep Charter School of Rochester

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.):

I plan to serve as the vice-chairperson of the Board of Trustees. \_\_\_\_\_

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

Laura Rebell Gross is the Co-Founder of Young Women's College Prep Charter School of Rochester. Ms. Gross was an English Teacher at The Young Women's Leadership School of East Harlem from 1998-2004 where she served as Department Chairperson from 2000-2004. At TWYLS East Harlem, Ms. Gross's eleventh-grade students earned a 100% passing rate on the ELA Regents for four years in a row. Ms. Gross was the recipient of the 2003 NYSEC Educators of Excellence Award. Before teaching in East Harlem, Ms. Gross taught high school English at Wings Academy in the Bronx and The Dwight School in New York City. Ms. Gross earned a BA from Tufts University, an MAT from Brown University and has completed coursework toward a Ed.d in Curriculum and Teaching at Teacher's College, Columbia University and the Warner School, University of Rochester. For the past five years, Ms. Gross worked for the Mid-West Regional Schools Support Center of Boces Monroe County, as a literacy coach and teacher mentor in the Rochester City School District. Ms. Gross's primary responsibilities in this job included curriculum planning, modeling lessons, leading teacher workshops and evaluating teachers. Ms. Gross has also done consultant work and curriculum writing for The Young Women's Leadership Network and has authored much of the Advisory curriculum currently being used in the Network Schools.

Ms. Gross has served on the Board of Directors of The Young Women's Leadership Network for seven years and currently chairs the Schools Committee on that board. Ms. Gross has also served on the New York City Advisory Board of Donor's Choose.

2. Ms. Gross was raised in the suburbs of New York City by parents who were passionate advocates for public education and community service. She lives in Rochester, NY with her husband and three young daughters.

3. 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.

4. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

5. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I am the Co-Founder of Young Women's College Prep. My work as a teacher and department chair at the Young Women's Leadership School of East Harlem was the most inspiring and gratifying experience of my career thus far. When I moved to Rochester in 2004, I began planning to open a secondary school for girls. I teamed up with my co-founder, Brooke Stafford Brizard, in 2010, and together, we began putting together the team and resources to make this dream a reality.*

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

*My goal in serving on the board is to help keep the mission and vision of the school central to the work we do on its behalf. Providing inner city girls with the opportunity for an excellent education and a college degree and career is of utmost importance to our community and to our society at large. Like the students I worked with in East Harlem, young women in the city of Rochester face great adversity and hardship. I want to serve on the Board of YWCP to support the school that will give those girls the chance to succeed in their schooling and in their lives.*

7. 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):

*I am a member of the Board of Trustees for the Young Women's Leadership Network in New York City. I have been a Trustee on that board for seven years.*

8. 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:

*Brooke-Stafford and I are co-founders of YWCP and we have become close personal friends. Erika Duthiers is a close personal friend whom I met in 2008 when our children attended the same pre-school. Jennie Schaff and I have been close personal friends for six years and we have collaborated on educational projects together. Ann Tisch is my mentor and friend. She has been a great support of my career both in New York City and here in Rochester. Susan Solomon is my mother.*

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:

*Dan Deckman, a prospective Director of Operations, is a member of our founding group.*

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.

*I am a member of the Young Women's Leadership Network Board of Trustees.*

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.

*If I were to learn that a trustee was behaving in a way that was unethical, self-serving, or in any way not focused on the work that the board is charged to do, I would immediately bring my concern to the attention of the Board Chairperson and recommend that s/he have a conversation with the trustee. If the unethical behavior was confirmed, I would expect the chairperson and the board to act to remove that trustee from his/her position.*

#### **Educational Philosophy**

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

*Young Women's College Prep Charter School of Rochester holds as its mission to serve underprivileged girls from the city of Rochester and to prepare them with the leadership and academic skills to succeed in college and in life.*

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

*The curriculum at Young Women's College Prep (YWCP) is a rigorous and inquiry based approach to learning that meets students where they are and provides them with the tools they need to be successful. The school is modeled after the highly successful Young Women's Leadership Schools in New York City and Philadelphia. The smallness of the school, Advisory program, longer school day and year, uniforms, and focus on teacher collaboration and college preparation, will make the school uniquely focused on enabling its students to go to college and to stay there.*

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

*In order for a charter school (or any school) to be successful, there needs to be a clear focus on the school's mission and objectives. School leadership and culture are the most essential components of success. In the planning year, the board will be responsible for hiring the school leader and assisting in the hiring of the Director of Operations and the Office Manager. The Board will secure a facility for the school and conduct a capital campaign to pay for that facility. Once the school opens, the board's role will shift to managing the fiscal health of the school and supporting the growth in any way it can.*

#### **Other**

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

*The role of the Board of the charter school is to support the school in whatever it may need. The Board will be charged with hiring the school leader and reviewing him/her each year. Additionally, the Board will oversee the fiscal health and fundraising efforts of the school. The Board is there to advise and support the charter school.*

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

*I have read the application, the by-laws and the code of ethics.*

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

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** K. Brooke Stafford-Brizard, Ph.D.  
**Daytime Telephone:** \_\_\_\_\_  
**Home Mailing Address:** \_\_\_\_\_  
**Personal E-Mail/Fax:** \_\_\_\_\_  
**Business Address:** same as home  
**Business E-Mail/Fax:** \_\_\_\_\_  
**Charter School Name:** Young Women's College Prep Charter School of Rochester  
**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.):**  
Performance review committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history.  
K. Brooke-Stafford, Ph.D. has worked in public urban education in a number of roles over the past 12 years. After earning a B.A. from Columbia College, Columbia University, Dr. Stafford-Brizard taught 5<sup>th</sup>-7<sup>th</sup> grades in the Bronx through Teach for America. While earning her doctorate in Educational Psychology from Columbia University, Dr. Stafford-Brizard taught at the graduate level, developed curriculum, and conducted research in schools through the New York City Department of Education. Upon completion of her doctorate, Dr. Stafford-Brizard worked within The New York City Department as Director of Research in the Division of Teaching and Learning, and as Director of Data Strategy and Evaluation in District 79, the Alternative High Schools and Programs division. Dr. Stafford-Brizard has also worked as an independent consultant, supporting knowledge management efforts within non-profit organizations and independent schools.
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I am a co-founder of the school.

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

As a founding group member, and co-author of the charter application, I am passionate about the impact I know this school will have on the young women of Rochester. I want to remain involved in the school and continue to contribute to its growth and remain accountable for its results.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

#### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Laura Rebell Gross is my colleague in founding this school and a friend.

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:

I have worked with Daniel Deckman, who participated as a member of our founding group. He is a potential candidate for the Director of Operations position.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

I / we do not know any such persons.  Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest.  Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would bring the matter directly to the Chair, noting a deficit in the qualifications outlined for Trustees, as one qualification is an ethical manner in professional and personal activities, as well as a serious threat to the fiscal and moral integrity of the school. I would expect action to be taken immediately.

#### **Educational Philosophy**

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

The mission of Young Women's College Prep Charter School of Rochester is to provide a single-gender, college preparatory option for girls in Rochester that focuses on academic and leadership skills that will contribute to success in college and professional life.

]

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

The educational program focuses on preparing every student for graduation and college readiness through rigorous, Regents-level courses that are taught through inquiry-based and project-based instruction. The educational program will draw from the effective model developed by the Young Women's Leadership

Network and include Advisory, a focus on educating the whole girl, college-counseling, and leadership development.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Successful charter schools must (1) establish and maintain a Board of Trustees, which represents the diverse set of expertise necessary to govern a school and maintain its fiscal, academic, and organizational health, (2) have a school leader who effectively leads the day-to-day efforts of the school, driving organizational and fiscal health and ensuring the academic success of every student, and (3) connection to a network of educators (whether it be a CMO, or partner organization) to guide and support practice. YWCP has put together a Board of passionate and dedicated individuals who represent key areas of expertise necessary for effective governance of a school, the recruitment efforts are underway for a phenomenal founding Principal, and the partnership with Young Women's Leadership Network will also for successful implementation of its proven model.

**Other**

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

The appropriate role of a charter school board member involves setting policy and governing at a level that does not interfere with the day-to-day operations of the school. The Trustee should bring clear and unique to the Board, which will enhance the effectiveness of the school. The Trustee should make every effort inform and educate herself in any and every area required for effective governance of the school. She should be committed to the work through active committee membership and regular and thoughtful attendance at every meeting.

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 the YWCP by-laws and proposed policies.

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

My husband is currently Superintendent of Rochester City Schools.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: **Duffy M. Palmer**  
Daytime Telephone: [REDACTED]  
Home Mailing Address: [REDACTED]  
Personal E-Mail/Fax: [REDACTED]  
Business Address: [REDACTED]  
Business E-Mail/Fax: [REDACTED]  
Charter School Name: **Young Women's College Prep Charter School of Rochester**  
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.):

Chair

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.

Duffy Palmer, a public school teacher with over thirty years of classroom experience, is certified in several areas. His teaching experiences range in all levels from Kindergarten to Community College and in almost every area of ability and disability. He spent most of his career in education as a mentor to new teachers and teachers in need of support and as lead teacher to several different teaching teams in elementary, middle and high school programs. His professional development expertise has been teaching teachers how to successfully include special needs students at all levels and in all subjects. His experience led former Governor Spitzer to appoint Duffy as Director of Education Policy and Former Governor Paterson promoted him to Deputy Secretary of Education the most senior advisor to the Governor in education issues and initiatives. Duffy led the effort for NYS in a National Governor's Association initiative identifying Charter School Leadership and was the Governor's lead in realizing the success of the NYS Race to The Top application. Duffy was also one of 7 governmental leaders recognized nationally for his work in the promotion of quality after school programming.

Duffy has served on several local boards and initiatives. He most recently stepped down from the position of the Co-Chair of the Empire State Pride Agenda which, under his six year leadership, became the largest statewide LGBT organization in the country. The organization's staff and board went through a total transformation to realize several successes including many legislative victories as well as a new-found financial stability and sustainability. His board work has, like his teaching, been centered around helping others realize their own ability, find their own voice, and share their success.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Attended Founders' event*
5. Please explain why you wish to serve on the board. *To offer this opportunity to RCSD girls by replicating the successful models of the network.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  Yes. (Include description here):  
*Please see bio above*
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  
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.  
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.  
 Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:  
*Dennis Kessler: friend*
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.  
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.

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.

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.

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.

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.

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.

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 the attention of the full Board and Board Counsel.*

#### **Educational Philosophy**

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

***YWCP's mission is to improve the opportunities for young women in Rochester by offering an educational environment that is single-gender and focused on preparing women for both college enrollment and successful college completion.***

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

***YWCP's program will reflect that of the Young Women's Leadership Schools Network. It will be a college preparatory program rich in literacy and the humanities presented in small classes and will include the successful advisory program model used in Network Schools.***

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

***I believe that an effective charter school is one that provides a well-rounded education for its students despite socio-economic status and other disparities. The school should be a safe and comfortable environment where every adult is committed to the success and well-being of every student.***

***Without micro-managing the Board should have oversight of the selection of staff, the delivery of appropriate and approved curriculum, the development of sound policies and apprised of financial concerns (cash flow, financial controls, customer satisfaction, etc.). The Board must also be aware of all rules of governance and be willing to have continuous professional development as the board changes and charter legislation varies. Finally, the Board must be constantly connected to the families and community it serves.***

#### **Other**

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

***A Board member should always serve the school, its students and families, and community in an effective and ethical manner. We should provide consistent, professional and appropriate support to the administration and staff and always have the best interests of the students in mind.***

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 by-laws and proposed policies.***

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

***I am honored and privileged to be asked to serve on this board. I am excited about the opportunity to offer the young women of Rochester the prospect and promise of future success that, in most cases, would have otherwise been unattainable.***

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Erika J. Duthiers  
**Daytime Telephone:** [REDACTED]  
**Home Mailing Address:** [REDACTED]  
**Personal E-Mail/Fax:** [REDACTED]  
**Business Address:** Rochester Institute of Technology, Office of Legal Affairs, 154 Lomb Memorial Drive, Rochester, New York 14623  
**Business E-Mail/Fax:** [REDACTED]  
**Charter School Name:** Young Women's College Prep 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 Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history.

Erika J. Duthiers has served as the Associate Counsel at Rochester Institute of Technology (RIT) since October 2009. As Associate Counsel, Ms. Duthiers advises the University on all legal matters, including issues related to employment, intellectual property, student life, real estate, contracts, export control, governance, litigation, and legal compliance. Prior to joining RIT, Ms. Duthiers was a senior litigation associate at Nixon Peabody LLP for 9 years. She also served as a confidential law clerk to the Honorable George Bundy Smith of the New York State Court of Appeals from 1999 to 2000, and as a Senior Court Attorney at the Court from 1997 to 1999.

Since moving to Rochester in 2007, Ms. Duthiers has been involved in the community and serves on the boards of the Mary M. Gooley Hemophilia Center, Haitian Outreach Pwoje Espwe (H.O.P.E.), and Jack & Jill of America, Inc. In addition to her community activities, Ms. Duthiers is an active participant in several professional organizations, and was appointed by Governor Patterson in 2009 to the Fourth Department Judicial Screening Committee.

Ms. Duthiers is first generation Haitian-American, and was fortunate enough to have a strong support network and mentorship throughout her formative years. She is excited at the opportunity to assist young women in underserved communities to achieve success by empowering them through a network of support and education, and to help them grow into future leaders.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  
 I affirm.

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

The co-founder of the charter school, Laura Rebell Gross, informed me that she was interested in opening an all-girls school in the Rochester area, and asked me if I would be interested in serving on the Board. After numerous discussions with Ms. Gross, and co-founder Brooke Brizzard, and after attending information sessions to learn more about the school, I accepted the request.

5. Please explain why you wish to serve on the board. I wish to serve on the charter school board because I care about children in the Rochester community.

My family and I moved to the Rochester area approximately 4 years ago and, since then, I've worked to integrate my family, including my two children, into the community. I believe that strong schools strengthen the community. I want to use my knowledge of the law, my experience in higher education, and my strong problem-solving skills to serve the underprivileged girls in the community to ensure that they have the same opportunities that I had to achieve and excel in life.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

Working in various capacities as a lawyer has provide me with a wealth of relevant knowledge and skills to serve on this Board. I have experience in analyzing complex legal issues, problem solving, strategic thinking, risk analysis and management. In addition to my professional experience, I am involved in the community and have the privilege of serving on two nonprofit boards, which affords me a good perspective on many governance issues related to nonprofit entities. I am enthusiastic about serving on the Board of the school and the positive experience it will afford the young women in the Rochester community.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

- Co-Founder and Board Member Laura Rebell Gross and I were introduced when our children attended nursery school together in the Rochester area approximately four years ago. Since then, Ms. Gross and I have been personal friends.
- Board Member Flor Colon and I were first introduced four years ago when I moved to Rochester from Westchester, New York. Since then, Ms. Colon and I have been personal friends.
- Board Member Tonya Taylor and I belong to a social organization, Jack & Jill of America, and have been acquainted for approximately three years.
- The remaining Board Members I've met only through my association with the charter school.

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 contract with a management company or charter management organization and I am not aware of any current plans for the charter school to do so.

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 contract with a management company or charter management organization and I am not aware of any current plans for the charter school to do so.

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 contract with a management company or charter management organization and I am not aware of any current plans for the charter school to do so.

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.

Board members of nonprofit corporations have a fiduciary obligation to act in good faith and in the best interest of the corporation, rather than for personal gain or with conflicting interests. If I believed that one or more board members were engaged in self dealing, then I would have an obligation to bring the allegations to the chairperson of the board and request that the board form a committee to conduct a thorough investigation into the allegations.

If the results of the investigation were that the board members were, in fact, acting for their own personal benefit, then I would consult the bylaws of the corporation to determine whether they provided any guidance in addressing breaches of fiduciary obligations of board members, and conflicts of interest. Depending on the facts and circumstances, the board members would likely be subject to sanction, reprimand or dismissal.

This hypothetical highlights the importance of establishing processes and procedures to help board members identify, investigate and address conflicts of interest. Indeed, given the nature of nonprofit boards, attempting to avoid every possible scenario that may give rise to a conflict of interest is simply unrealistic. Enacting processes and procedures help minimize the occurrence of conflicts and provide guidance to board members when faced with circumstances posed in this hypothetical. Key design features of such procedures should include (1) mandatory disclosure of any actual or potential conflicts, including personal or familial relationships with entities, (2) regular review of conflicts or potential conflicts by the board, (3) established processes and procedures for managing conflicts or potential conflicts (recusal, dismissal, sanctions, checks and balances), and (5) periodic training to assist board members in understanding and identifying potential or actual conflicts.

#### **Educational Philosophy**

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

The charter school will offer young women from the city of Rochester the opportunity to learn in a single-gender environment where the central focus of the students' study will be on preparation for college enrollment and graduation. The charter school intends to partner with family and the community to instill a sense of leadership, responsibility, and ethics in every student.

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

Key design elements of the school and the educational program will include (1) single-gender education, offering the students the opportunity to learn in an environment free from cultural and gender stereotypes, and pressures and distractions from co-educational schools, (2) maintaining a small and personal school so that the faculty and students learn to work collaboratively to build students' leadership skills, (3) college preparation beginning as early as the 7<sup>th</sup> grade, and will be integrated in all aspects of the curriculum, (4) retaining experienced educators willing to dedicate themselves to a longer work day and year, and who's classroom focus will include cooperation, collaboration, and differentiation to meet the

needs of all learners, and (5) focusing on professional development and leadership, which will be integral to the culture and teaching strategies at the school.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

One of the most important aspects of creating a successful charter school is creating a strong educational mission that will drive every aspect of the school, from aligning board members, to hiring faculty, crafting the curriculum and school programming. Once the mission is set, then the charter school has the freedom to creatively tailor school programming around the mission and create a culture of innovation, leadership, cooperation, and collaboration with the community. Many of the key design elements of the charter school that this Board is seeking to create incorporate winning strategies for a successful operation of a charter school, including longer school days and years, extra programming after school, during weekends, breaks and summer; single-gender education; formation of advisory sessions for students and faculty to collaborate to make instructional changes; and, strategies for partnering with parents and the community to ensure the success of the student.

The Board's responsibility, among other things, will be to ensure that the conditions are such that those involved in the day-to-day activities of the charter school can do their jobs. Thus, the Board will provide the policies to further the charter school's mission, and the oversight of the daily operations of the school.

**Other**

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

As a general matter, the role of a public charter school board member is to assist in policy making for the school, and to provide oversight to the school on educational, business and financial matters. It is important for board members to be intimately familiar with the school's mission and to ensure that the school adheres to the mission when, among other things, drafting policies, monitoring the progress towards the school's academic goals, reviewing reports of the key principals in the school, managing resources effectively, and developing the school's strategic plans. Board members have an obligation to attend and participate in Board and committee meetings, serve as a resource for the entire school staff, ensure that adequate resources are available to the school, identify funding sources for the organization, comply with legal and ethical obligations, and conduct any other business or operations required for the school.

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

I affirm that I have read and understand the charter school application, the by-laws and all proposed policies.

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

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Dr. Jennie I. Schaff

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** [REDACTED]

**Business E-Mail/Fax:** [REDACTED]

**Charter School Name:** Young Women's College Prep

**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.):**

Trustee

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.

*Jennie I. Schaff, Ph.D., is an associate professor of education at Nazareth College in Rochester, New York. Specifically, Jennie teaches within the department of Language Literacy and Technology in Nazareth College's School of Education. Jennie's educational background includes bachelors and masters degrees in physical therapy from Simmons College and a doctorate in education from George Mason University. Jennie's research and publications focus on the use of assistive technology for children with disabilities, professional development of teachers in the areas of assistive and educational technology, multimodal and digital literacies, and cyberbullying in the digital age. Jennie has served on the board of the ARC of Monroe County as well as served actively on numerous committees at Nazareth College surrounding the areas of civic engagement, social justice, and service learning.*

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I have worked collaboratively with Laura Gross for a number of years and listened as she dreamt about the inception of this school. As plans for the school progressed, Laura has kept me abreast of its progress and opportunities.

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

*I believe in the mission and vision of the Young Women's Leadership Schools, and specifically in the mission and vision of Young Women's College Prep. I yearn to serve on a board of an educational institution where the true welfare of the students is taken into account and the strengths of these young women are identified and fostered.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

#### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

*Laura Gross and I have collaborated on educational projects and have also been family friends for the past six years.*

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. *It is the responsibility of board members to demonstrate true allegiance to the school and that all actions taken must be with the best interest of the institution in mind. Therefore, any awareness of someone else on the board not acting in the true interest of the school, then appropriate persons must be notified immediately. I would bring my concerns to the attention of the board to determine the validity of my concerns. Upon identifying that my concerns are accurate, appropriate individuals would be informed and appropriate action would be taken.*

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.  
*Young Women's College Prep believes in the strengths of the women they serve. Through innovative instruction with a focus on communication, safety, teaching, Young Women's College Prep strives to see all of its students graduate from high school and enroll in college.*
18. Please explain your understanding of the educational program of the charter school.

*The educational program at Young Women's College Prep is innovative and involves ongoing communication with the young women enrolled. The educational environment allows for ongoing assessment and reassessment of the young women and is based around strong college preparation. The school addresses the students emotional, cognitive, and social needs and actively engage the students in projects surrounding leadership skills, team building, and community activism.*

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.

*Characteristics of a successful charter school: 1. Leadership that believes in and adheres to a strong mission 2. Partnering with or involving parents and members of the local community 3. Innovation supported, fostered and enhanced*

*In order to ensure success of Young Women's College Prep, I believe it is imperative that the entire board buys into the mission of the school and uses the mission as a means to guide the process of school development to ensure continual focus on the ultimate outcomes of a successful, safe, and innovative school with 100% graduation rate and college attendance rate. Fostering innovation while still remaining true to the mission and vision empowers those working for the school and provides for an environment in which individuals feel valued and supported in a desire to try new things. Partnering with individuals within the community served including parents is paramount in ensuring that the school is truly meeting the needs of those being served.*

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *Regularly attend and participate in board meetings, Review and question (where appropriate) materials that involve the institution, Evaluate and analyze matters impacting the institution, Exercise due diligence when addressing assets, finances, and investments of the institution.*
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, charter school board's by-laws and all proposed policies.*
22. Please provide any other information that you feel is pertinent to the Department's review.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: \_\_\_\_\_ Jennifer Vossler \_\_\_\_\_  
(Include preferred honorific.)

Daytime Telephone: \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_

Personal E-Mail/Fax: \_\_\_\_\_  
pgeorge1@rochester.rr.com

Business address: \_\_\_\_\_  
14625

Business E-Mail/Fax: \_\_\_\_\_  
jvossler@paychex.com

Charter School Name: \_\_\_\_\_ Young Women's College Prep Charter School of Rochester  
(YWCP)

Charter School Address: \_\_\_\_\_

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

Finance and Treasurer

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required

assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

## Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Resume Attached**

Jennifer Vossler is a seasoned finance professional with over 25 years of progressive finance experience. Currently a Vice President and Comptroller at Paychex, Rochester, Ms. Vossler has held various executive and senior management positions with responsibilities including management of external reporting, internal control systems, international finance functions, banking and treasury operations and corporate accounting and planning. In addition, Ms. Vossler has been involved in several process improvement and cost reduction initiatives throughout her career. She has participated in leadership development programs and has managed a large finance organization for many years. Ms. Vossler has also led management meetings with the Audit Committee and Compensation Committees of the Board of Directors for various companies. A native of upstate New York, Ms. Vossler is a certified public accountant and holds a Bachelor of Science degree in accounting and management information systems (MIS) from Syracuse University.

Ms. Vossler has previously served on the Boards of the American Diabetes Association Rochester Chapter and Mothers Against Drunk Drivers where she participated in various strategic and fund raising initiatives.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I became aware of the opportunity through discussion with Laura Rebell Gross, Co-Founder Young Women's College Prep Charter School of Rochester (YWCP)**
5. Please explain why you wish to serve on the board. **I believe that education of our children is extremely important. This is a wonderful opportunity to be involved in an organization that will provide young girls with a chance to succeed academically and make a difference in their ability to contribute to society in a positive way.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any

other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  This does not apply to me.  Yes. If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  None.  Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would raise my concerns with the Chairman of the Board for the Charter School.**

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. **The mission of the school is to offer young women from the city of Rochester the opportunity to learn in a single-gender environment where a central focus is placed on preparation for college enrollment and graduation.**
18. Please explain your understanding of the educational program of the charter school. **The educational program at YWCP will fulfill the following educational goals:**
- Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics.**
  - Focus on academic achievement of middle school student populations and preparation for transition to high school.**
  - Utilize a variety of high-quality assessments to measure understanding and critical application of concepts.**
  - Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision making, and effectiveness.**
  - Focus on leadership development and college preparation.**
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 believe that YWCP will need to draw on resources of its affiliate network as well as other charter schools within the area and leverage relationships with other institutions to ensure that issues are identified and addressed timely in the start up phase. Recruiting and training the right candidate for the Principal and Director of Operations roles will be**

critical. Development of a detailed strategic plan and budget including how to promote awareness of the school and its objectives is an important step which is already well underway. Drawing on the experiences and skills of a highly qualified and diverse Board is also important.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. **I believe the role of a public charter school board member is to provide support and leadership in their area of expertise (finance) and assist management in identifying and clearing barriers and in fundraising activities required to have a successful program.**
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 reviewed all information available.**
22. Please provide any other information that you feel is pertinent to the Department's review.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Ann R Tisch  
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

[REDACTED]

Personal E-Mail/Fax: anntisch@gmail.com

Business Address: 322 Eighth Ave, 14<sup>th</sup> floor

New York NY 10001

Business E-Mail/Fax: \_\_\_\_\_

Charter School Name: Young Women's College Prep Charter School of Rochester

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.):

Trustee

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

Ann Rubenstein Tisch is the founder and creator of a groundbreaking network of all-girls public schools. There are currently four schools in New York City, one in Philadelphia, plus affiliates in Chicago, Baltimore, Dallas, San Antonio, Lubbock, and Austin, Texas. The Young Women's Leadership School of East Harlem opened in 1996 and was the first single-sex public school to open in more than 30 years and reignited the movement of single-sex public schools and classrooms in the United States. There are now more than 100 single-sex public schools and classrooms in the country. Shortly after she opened the East Harlem School, Ms. Rubenstein Tisch created a college guidance and access program called CollegeBound Initiative. It places specially trained, full-time college counselors in single-sex and co-ed schools and has shown amazing results. Since its first graduating class, the East Harlem School has had a 100 percent graduation rate and acceptance rate into four-year colleges. The average financial aid package is approximately \$30,000 per student for four years. CollegeBound has been replicated and now operates in 13 single-sex and co-ed schools in the New York City area.

A native of Kansas City, Missouri, Ms. Rubenstein Tisch began a 19-year career in broadcast journalism at WIBW-TV in Topeka, Kansas. She then moved to WCOO-TV in Minneapolis, Minnesota and later joining NBC Network News as a National Correspondent. As a National Correspondent, Ms. Rubenstein Tisch developed a strong interest in educational issues. After covering dozens of education stories for the network, as well as reading and studying data on single-sex education, she was inspired to create an all-girls inner city public school. In 1996, with the help of the Center for Educational Innovation and the unanimous approval of the New York City Board of Education, Ms. Rubenstein Tisch turned her idea into a reality and opened The Young Women's Leadership School of East Harlem. She currently serves as a Trustee on the Board of Washington University in St. Louis. She also serves on the Dean's Council of The New York University Tisch School of the Arts and is a Trustee of the Center for Educational Innovation. She is currently consulting with many school districts and parent groups across the country about creating schools similar to The Young Women's Leadership School.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

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

Through associates to my organization.

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

It is my passion.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any

other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

Young Women's Leadership Network Board

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

#### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Laura Rebell Gross is a friend, former employee of the Young Women's Leadership School of East Harlem, and a current Board Member with Young Women's Leadership Network.

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.

Report to Board Chair. Move for an investigation and possible removal.

#### **Educational Philosophy**

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

That all children can learn and have the right to a promising education.

18. Please explain your understanding of the educational program of the charter school.  
A core curriculum; completely college prep.

19. Please indicate what you believe to be the characteristics of a successful charter school.  
In particular, please provide the specific steps you think the board of the charter school  
will need to take to ensure that this charter school is and remains successful.

1. Leadership 2. Small School 3. Great Teachers 4. Connection to the Community 5.  
Enhancements 6. College Access Program

**Other**

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

To guide and officiate over the school – evaluate assessments, makes necessary changes

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

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

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: *Flor M. Colón*

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: *Young Women's College Prep Charter School of Rochester*

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 Member*

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history.

Flor M. Colón is an Associate General Counsel in the Office of General Counsel of Xerox Corporation. Flor joined the Xerox legal department in March 1999 after practicing law at the firm of Nixon Peabody LLP (formerly Nixon, Hargrave, Devans & Doyle LLP) for over 10 years. In her current position Flor is responsible for managing the legal departments in Xerox's Developing Markets Operations covering over 150 countries, including responsibility for corporate governance matters, material litigation, human resources issues, distributor relationships, contract review/negotiations, and dispute resolution. She also serves as Chair of the Office of General Counsel's Diversity Committee established in 2008. As an attorney in Rochester, NY for the past 22 years Flor brings a broad base of both legal and community experience to the board of YWCP. Flor has been involved in the Rochester community as a board member since 1995 and has served on various advisory committees. She has served on the boards of the United Way, Ibero-American Action League, Volunteer Legal Services Project of Monroe County, Catholic Charities (Roman Catholic Diocese of Rochester), The Children's Agenda, SUNY Brockport Foundation, Camp Stella Maris, and the Greater Rochester Association for Women Attorneys. Flor has direct experience serving as a trustee of a charter school board. From 2001 to 2003 she served on the Board of Trustees of the Eugenio Maria de Hostos Charter School in Rochester during the first two years that the school was in operation. Flor was born in New York City and is first generation Cuban-American. Although they were hardworking blue collar immigrants from Cuba with very little education, Flor's parents understood the importance of education and stressed to Flor (and her siblings) the value of a good education. Flor's parents lovingly encouraged her to go to college and choose whatever career she wanted because, as they told her, there were no boundaries or limits on what she could accomplish. Flor's own life experience draws her to the work of YWCP – encouraging young women to look beyond their current circumstances toward a life of unlimited possibilities.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  
 I affirm.

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

*I became aware of the charter school and the opportunity to serve from Erika Duthiers and Brooke Stafford. They both approached me about the opportunity and I decided that I would join as a member of the board.*

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

*The Young Women's College Prep Charter School of Rochester will fill a much-needed educational gap for young women in the Rochester community. I believe the school will create long-term opportunities for young women in Rochester and want to be a part of making those opportunities come to fruition.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

*From 2001 to 2003 I served on the board of the Eugenio Maria de Hostos Charter School in Rochester, NY. As an attorney I can assist the Young Women's College Prep Charter School of Rochester with legal issues that may arise. I also have been involved in the Rochester community for over 20 years and bring a good, local perspective that I believe will be valuable as a member of the board. Finally, I am enthusiastic about the positive change that will come from the establishment of a single-gender, college-focused school for the women in the Rochester community.*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

#### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

*I have a personal friendship with Erika Duthiers, one of the other individuals who will be a member of the board. In addition, Ms. Duthiers works at the Rochester Institute of Technology with my spouse.*

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.

*A board member takes on a fiduciary responsibility when he/she agrees to serve on a board. As a fiduciary, I would communicate immediately with the Chair of the Board and explain the facts as I understand them. I would request a thorough investigation of the facts to ensure that any misconduct was uncovered and corrected.*

**Educational Philosophy**

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

*The Young Women's College Prep Charter School of Rochester will be a single-gender school serving students in grades 7 through 12. The focus of the school will be to educate young women in an environment where they can achieve academic excellence, develop their leadership skills, and prepare them for a successful college experience. In my view the philosophy of the charter school is that every young woman can succeed if she receives individualized attention that develops her strengths and skills, and if she is surrounded by role models and people who help her set goals and support/guide her to achieve them.*

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

*The educational program will include core classes, access to other programs (fine arts, music, dance, etc.), and a college counseling component. The students will benefit from smaller class sizes and longer school days.*

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

*The key to success will be in keeping with the philosophy and goals of the charter school at its inception. The charter school will need a strong faculty that likewise believes in the philosophy and goals of the charter school. The board will need to ensure that every person hired – starting with the senior executive/principal of the school – will commit 100% to the mission and philosophy of the charter school. In addition, the board will need to be actively involved in monitoring the success of the principal and staff on a regular basis. Finally, the board will need to establish measurable targets regarding student success and academic achievement, and engage in a regular review to ensure that the charter school is meeting those targets.*

#### **Other**

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

*Generally speaking, the role of a public charter school board member is to assist in policy making for the school, and to provide oversight to the school on educational, business and financial matters. Board members must understand and agree with the charter school's mission and ensure that all related parties (principal, teachers, service providers to the school and all board members) are committed to the charter school's mission and vision. This means that all strategic plans, policies and decisions must be consistent with that mission and vision. This can only be accomplished as a board member if each board member commits to attending board meetings, accepting and participating in committee assignments, remaining engaged throughout annual evaluations and performance reviews, participating in strategic planning and serving as a resource for the charter school as a whole.*

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

*I affirm that I have read and understand the charter school application, the by-laws and all proposed policies.*

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

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Howard R. Jacobson  
**Daytime Telephone:** [REDACTED]  
**Home Mailing Address:** [REDACTED]  
**Personal E-Mail/Fax:** [REDACTED]  
**Business Address:** [REDACTED]  
**Business E-Mail/Fax:** [REDACTED]  
**Charter School Name:** Young Women's College Prep Charter School of Rochester  
**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.):**  
Trustee

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.

With a broad range of business and community advocacy experience, Howie Jacobson is well positioned to serve on the Board of Young Women's College Prep Charter School. Currently a Managing Partner at the firm of Dixon Schwabl, Mr. Jacobson also has extensive board experience including: Board member for The Harley School, serving as marketing committee chair, Vice-chair of Hillside Work-Scholarship Connection, serving as program health advocate, 3 term Chairman of Board, Golisano Children's Hospital (currently Vice-chair), founding Board member, Equicenter For Therapeutic Horseback Riding and advisor for many not for profits on creative fundraising ideas. Following graduation from Cornell University (B.S. Food Science/Food Marketing) and earning his Masters Springfield College in physical education, Mr. Jacobson created a number of 'start-up' businesses including importing leather products, farming (sheep) and a fine wine shop.

In 1981, Mr. Jacobson was asked to join Canandaigua Wine Company which resulted in a 19 year career in sales & marketing. At this job, Mr. Jacobson acquired the skill of brainstorming the true goals and objectives needed for success as well as focusing the programs on the real end user--the customer/the clients/the students/the patients-. Mr. Jacobson brings these skills to Young Women's College Prep Charter School of Rochester. His experience with the Pencil Partner Program (as a mentor to a RCSD High School principal 2009) will be an asset to the Board. Finally, most recently (2009), Mr. Jacobson enrolled at Nazareth College to continue his goal to achieve my Masters in Urban Education. Mr. Jacobson completed his course research paper focusing on "Security in our City Schools and the impact on the value of trust".

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

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

*Conversation with other board members and newspaper.*

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

*1) The YWCP is an approach that has been tested with proven success with students of similar backgrounds in the RCSD. 2) We need new approaches to be implemented in the Rochester marketplace to dramatically improve the 'graduation & beyond' results of our RCSD students that will eventually be the leaders of our community. 3) The team that has been assembled will make good things happen for the program and the students who participate.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

*With a broad range of business and community advocacy experience, I am well positioned to serve on the Board of Young Women's College Prep Charter School. My experience includes, Board member The Harley School, serving as marketing committee chair, Vice-chair of Hillside Work-Scholarship Connection, serving as program health advocate, 3 term Chairman of Board, Golisano Children's Hospital (currently Vice-chair), founding Board member, EquiCenter For Therapeutic Horseback Riding and advise many not for profits on creative fundraising ideas.*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

*If the situation arose that I learned that a Board member was involved in working for their own benefit or the benefit of their friends and family, I would bring the information to attention of the Chair of the Board. After a review of the situation, a timely judgment would be made as to immediate steps to correct.*

#### **Educational Philosophy**

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

*Charter School's mission is to create a learning environment that results in all students graduating on time, being accepted to/enrolling in college and becoming good citizens of the communities they live in.*

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

*The educational program will include all core subjects mandated by New York State preparing the students for the entrance requirements to college.*

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.

*For YWCP to be successful, the school must deliver the results it is proposing. Those results are key to the future of the students we serve.*

#### **Other**

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

*Each Board member of the YWCP has a responsibility to listen to issues facing the school, engage in positive discussion and take appropriate action based on informed decisions. Board members also have a responsibility to be proactive in looking at future needs for the program. In addition, it is important for each Board member to be 'ambassadors' for the program enlisting 'allies' that can expand/enhance the program.*

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

*I have read & understand the application, the by-laws and all proposed policies.*

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

*The Board that has been assembled has the experience and commitment to make the YWCP a model of excellence.*

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Dennis Kessler \_\_\_\_\_  
(Include preferred honorific.)

Daytime Telephone: [REDACTED] \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_

Personal E-Mail/Fax: \_\_\_\_\_

Business Address: 410 White Spruce Blvd. Rochester, New York 14623

Business E-Mail/Fax: [REDACTED]

Charter School Name: Young Women's College Prep Charter School of Rochester

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.): Trustee

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

Dennis Kessler is the owner and Co-founder of The Kessler Group, Inc., and Kessler Family LLC, a pair of privately held restaurant development companies that employ more than 3,000 people in the greater Rochester area, central and western New York State. The fast food component of Mr. Kessler's company operates 21 Burger King restaurants and is the largest franchise group in the Friendly's chain and the 71<sup>st</sup> largest restaurant company nationwide. Mr. Kessler is also the Edward and Agnes Ackley Executive Professor of Entrepreneurship and Director of the Entrepreneurial Studies Program at the William E. Simon Graduate School of Business Administration, University of Rochester. One of the many accomplishments Mr. Kessler has achieved in his position at the Simon School is establishing the first blog on Entrepreneurship specifically directed toward women in business careers. A graduate of Yale University Law School and doctoral candidate at the Northwestern University School of Law, Mr. Kessler is a passionate education advocate and community activist. In addition to the YWCP Board, Mr. Kessler currently serves on the Boards of the University of Rochester and The Hillel School of Rochester.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I was approached by the school's founders, Laura Rebell Gross and K. Brooke Stafford-Brizard.*
5. Please explain why you wish to serve on the board. *I am passionate about education and feel that I have a lot to offer the organization.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):  
  
*I serve on the board of the Hillel Community Day School in Rochester and the University of Rochester Medical Center.*
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

*I am familiar with five prospective board members through my work in the community: Laura Rebell Gross, K. Brooke Stafford-Brizard, Duffy Palmer, Howie Jacobson, and Jennie Schaff*

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

I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

I / we do not know any such persons.  Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest.  Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  None.  Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would bring the matter to the attention of the board officers.*

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. *The school aims to serve underprivileged girls in the city of Rochester and prepare them for college.*
18. Please explain your understanding of the educational program of the charter school. *College Prep, small classes, inquiry based curriculum.*
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 Board is responsible for the fiscal health of the school, yearly reviews of the school and the principal. The characteristics of a successful charter school are evident when the school administrators, faculty and students being clearly focused on the mission of the school.*

#### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *It is our responsibility to support the school, keep the mission focused on student success and garner support from the community at large.*
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 do.*
22. Please provide any other information that you feel is pertinent to the Department's review. *This is a mission that deserves the state's support!*

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Susan Solomon

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: N/A

Business E-Mail/Fax: N/A

Charter School Name: Young Women's College Prep Charter School of Rochester

Charter School Address: T.B.D.

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

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.

Susan Solomon is Chairman Emeritus of the Board of Directors of Safe Horizon, the nation's largest victim assistance program. She was Chairman from 1998—2002, and a board member since 1989. Safe Horizon directed the \$180 million distribution of the *911 Funds* and the survivor counseling services. Susan was a founder of Lieber and Rebell Associates, a marketing strategy firm, which was acquired by Mercer Management Consulting, a division of Marsh McLennan. Susan is currently a Trustee of Sesame Street Workshop, WNYC/WQXR and the National Peace Corps Association. She has served as a Trustee of DonorsChoose, a not-for-profit public education organization, CEI/PEA (Center for Educational Innovation), LEAP (Learning through Education and Arts Programs) and National Public Radio Foundation Board. Susan was a Peace Corps Volunteer in Sierra Leone, West Africa. She received her BA from Tufts University.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Through the co-founders

5. Please explain why you wish to serve on the board. To offer this educational opportunity to RCSD girls that I've seen successfully achieved in other models

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

Susan Solomon is Chairman Emeritus of the Board of Directors of Safe Horizon, the nation's largest victim assistance program. She was Chairman from 1998—2002, and a board member since 1989. Safe Horizon directed the \$180 million distribution of the 9/11 Funds and the survivor counseling services. Ms. Solomon was a founder of Lieber and Rebell Associates, a marketing strategy firm, which was acquired by Mercer Management Consulting, a division of Marsh McLennan. At Mercer, Ms. Solomon became a Vice President of Marketing. Ms. Solomon is currently a Trustee of Sesame Street Workshop, WNYC/WQXR and the National Peace Corps Association. She has served as a Trustee of DonorsChoose, a not-for-profit public education organization, CEI/PEA (Center for Educational Innovation), LEAP (Learning through Education and Arts Programs) and National Public Radio Foundation Board. Ms. Solomon was a Peace Corps Volunteer in Sierra Leone, West Africa from 1965-1967. She received her BA from Tufts University. Currently, Ms. Solomon resides in New York with her husband, Peter. They have 5 children.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: Mother of co-founder, Laura Rebell Gross
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: My daughter, Laura Rebell Gross, is a co-founder of Young Women's College Prep Charter School of Rochester
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring the matter to the attention of the Board Counsel

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.  
YWCP's mission is to guide the girls' educational years towards maximum enrichment, college enrollment and professional fulfillment.

18. Please explain your understanding of the educational program of the charter school.  
YWCP's program will mirror the Young Women's Leadership School Network – a college prep program with small classes and honed goals.

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.  
Like all Boards, the Board of a charter school must ensure that the YWCP is fiscally sound. In addition, we will be a sounding board for the development of strategy and governance to ensure success

#### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. Commitment, belief in the success and realization of full potential of each student, loyalty to the 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 have read and understand the proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review. None that I know of – except that it is an honor and a privilege to be a member of this Board.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Tonya Taylor  
Daytime Telephone: [REDACTED]  
Home Mailing Address: [REDACTED]  
Personal E-Mail/Fax: [REDACTED]  
Business Address: [REDACTED]  
Business E-Mail/Fax: [REDACTED]  
Charter School Name: Young Women's College Prep Charter School of Rochester  
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.):  
Community Engagement Committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history.  
Tonya Taylor directs fundraising and alumni activities for the Harley School, representing the school and working closely with alumni, friends, parents, organizations and foundations to generate awareness of its mission and programs. She has 15 years of non-profit experience, most recently at Rochester General Health System where she served as the Executive Director of the Newark Wayne Community Hospital Foundation and as the Director of Marketing and Community Services for the Health System. Taylor formerly served as Director of Development and Communications for Wilson Commencement Park, where she was responsible for fundraising, public relations and marketing. She served in similar capacities at the Health Association and the American Red Cross. Taylor is a graduate of Elon University in North Carolina. She has served as a board member of the Greater Rochester YMCA, The United Way of Wayne County, the Rochester Chapter Jack and Jill of America, and of the Rochester Chapter of the National Association of Black Journalists.
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Several months ago, I was approached by an educator, Laura Gross, who informed me of the vision for an all-girls charter school here in Rochester, NY. As a community champion and long-time supporter of education, arts, and social humanities in this community, I could clearly see the need for this type of institution and agreed to meet with Ms. Gross and Ms. Stafford-Brizard to learn more about this opportunity. They shared the plan to apply for a Charter and the model by which the school would be developed.

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

In November of 2010, Ms. Gross made arrangements for me to visit the Young Women's Leadership School in Harlem, NY. I was toured by the Founding Principal of the School, and two students for several hours. During that tour, I learned about the familial environment, the teacher commitment, the student accomplishments and more importantly, the enrichment of the lives of the young girls who benefit from the holistic academic experience. After the tour, I reviewed the materials that were given to me during the tour, and ultimately decided that I would be a local community advocate and committed board member if asked, who would serve the students, faculty and staff of if this model was to be implemented in Rochester.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

Board Member and Community Relations Chair, National Association of Black Journalists, Rochester Chapter; Board Member and Board Development Committee Member, Carlson Metro Center, Greater Rochester YMCA; Board Member and Allocations Committee Member, United Way of Wayne County; Ways and Means Committee Chair, Jack and Jill of American Inc, Rochester Chapter; Diversity Committee, Association of Fundraising Professionals, Genesee Valley Chapter; Member, Alpha Kappa Alpha Sorority, Incorporated.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Erika Duthiers and I have known each other for several years through our work and with the Jack and Jill of Rochester Chapter.

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.

As a board member, ethical and fiduciary responsibility lies with myself and my fellow directors. I would immediately discuss this with the Executive Committee of the Board and ask that my concerns be addressed and handled immediately.

#### **Educational Philosophy**

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

The Young Women's College Prep Charter School of Rochester will offer young women from the city of Rochester the opportunity to learn and thrive in a single-gender environment, where the central focus is placed on preparation for college enrollment and graduation from college.

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

The educational program is based on 6 key elements: single gender, small schools engaged in leadership development, college preparation, faculty, professional development and leadership, knowledge management.

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 successful charter school has a creative and highly skilled faculty and staff, committed leadership, and a strong and highly effective Board of Directors. The Board will need to develop and monitor a strategic vision and plan for the school, select the School Leader, support and review the school leadership, ensure effective organizational planning, ensure adequate resources, manage resources effectively, assure that programs and services are consistent with the mission, monitor progress in achieving outcomes and goals, serve as ambassadors, advocates, and public representatives of the school, and assure legal and ethical integrity and maintain accountability.

#### **Other**

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

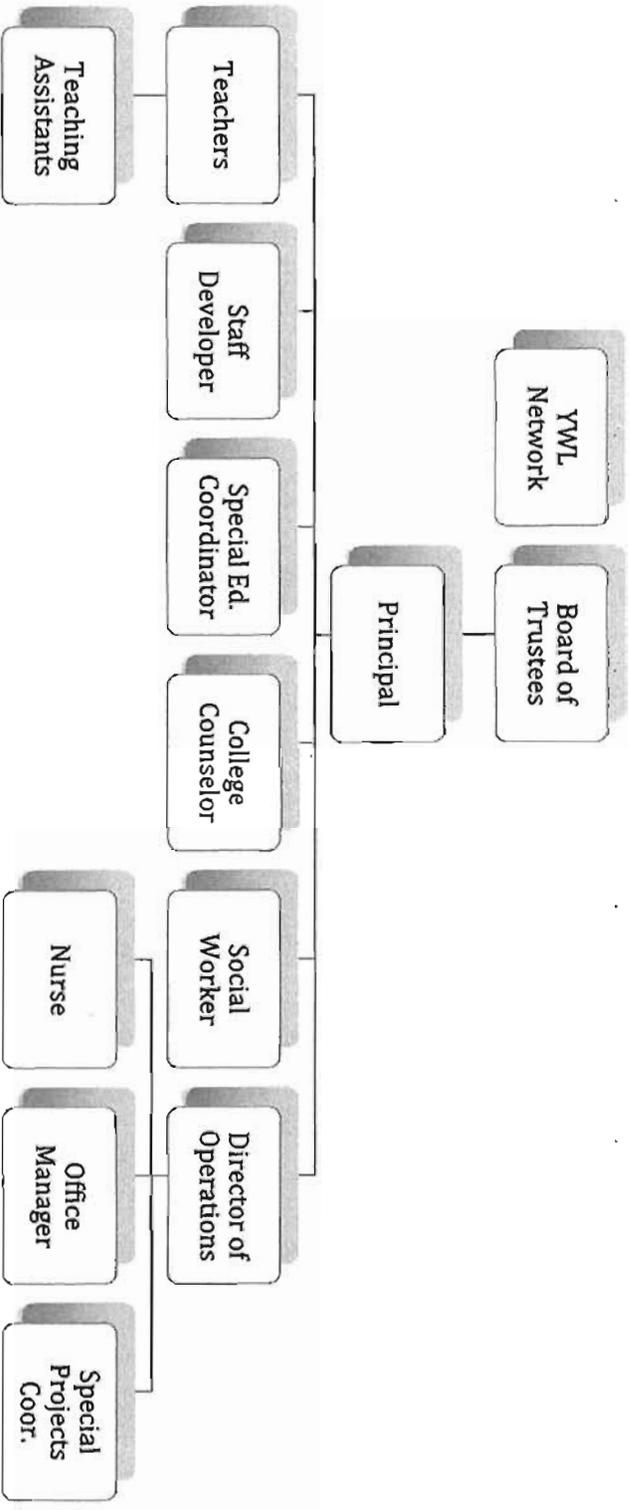
As noted above, the Board will need to develop and monitor a strategic vision and plan for the school, select the School Leader, support and review the school leadership, ensure effective organizational planning, ensure adequate resources, manage resources effectively, assure that programs and services are consistent with the mission, monitor progress in achieving outcomes and goals, serve as ambassadors, advocates, and public representatives of the school, and assure legal and ethical integrity and maintain accountability.

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 reviewed the charter school prospectus, proposed operational structure and curriculum.

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

Attachment 10: YWCP Organizational Chart (representing first five years of staffing)



## Attachment 11: Key Position Descriptions

This document details the qualifications that will be required of the roles outlined in the YWCP organizational chart. Background checks and child abuse registry will be conducted for every YWCP employee.

**(1) Affiliate Relationship: Young Women's Leadership Network (YWLN)** has paved the way for all-girls public education in the United States. The network's first school, The Young Women's Leadership School (TYWLS) of East Harlem serves as a national catalyst for change, has a framework for academic success, and achieves tremendous results. YWLN currently supports 5 network schools in NYC and Philadelphia. The network also affiliates with schools in Illinois, Texas, and Maryland. The leadership team supporting YWCP (as detailed in the MOU outlined earlier) includes experienced school leaders with demonstrated success in urban education (particularly girls' education), as well experts in finance, development, and college counseling.

The YWCP **(2) Governing Body: Board of Trustees** will be in place by March 2011. This founding governing body represents the diverse expertise necessary to hold the school's charter and take accountability for all decisions made by the school. The expertise and experience of each individual board member is outlined earlier in the document in the Governing Body and Founding Group sections, as well as in Attachments 7 and 9 (board member information and resumes). The Board will fulfill the following governing roles:

- Support of the school's mission
- Develop policy with a focus on long-term planning and strategy
- Help to select and evaluate the performance of the school's leader
- Evaluate the school's relationship with its affiliate partner
- Secure sufficient financial resources for operating and capital needs
- Manage and oversee the school's financial resources
- Promote the school's mission and purpose within the community
- Assess Board composition and performance

The Board cedes day-to-day school functional discretion to the school's leaders – **(3) Principal** and **(4) Director of Operations**, who are the trusted authority for all educational and administrative matters. School leaders will have the decisive authority over student, family, and staff-related issues, though key decisions will include critical input from parents and teachers. The skills and experience required by the YWCP Principal and Director of Operations are outlined in the Management and Operations section of this document. The Principal will report to the Board of Trustees, and the anticipated hiring date for this individual is September 2011. The Director of Operations will report to the Principal, who will hire this individual in the fall of 2012 so the two administrators have the full planning year to prepare for the 2012 opening.

The YWCP **(5) Office Manager** (target hiring date April 2012) will report to the Director of Operations. This position will require the following experience and skills:

- Belief in and commitment to the mission and vision of YWCP
- Minimum of Associates Degree
- Excellent references from prior employment in secretarial or office management position within field of education
- Knowledge of Microsoft Office suite and familiarity with data management technologies
- Capacity to take responsibility for entering and managing student and other school-related data
- Excellent communication skills, both oral and written, allowing for efficient and effective phone, email and mail correspondence, including routing communication to the appropriate party

- Warm and welcoming demeanor allowing the individual to act as the first point of contact and public face for all constituents (via phone and in person) including school parents, staff, and the general public
- Ability to coordinate on-site components of school financial systems such as purchase orders, payroll records, grant reports, and financial forms
- Organizational and management skills to manage the supplies, appliances, and equipment within the office including timely ordering and maintenance of these items
- Ability to manage school-wide systems including attendance, discipline, mail, and meals and snacks
- Ability to maintain school calendar of events

The remainder of the staff will be hired by July 2012.

(6) The **Staff Developer** (reporting to the Principal) will be responsible for working with the Principal and all teachers to foster achievement of all students in the school, including the delivery of professional development, modeling and observing classroom instruction, providing feedback to teachers, and planning agendas for Friday faculty meetings. A qualified application will demonstrate:

- Proven excellence as a classroom teacher
- Three or more years of recent classroom experience at the intermediate/secondary level
- Master's degree with advanced coursework including emphasis on reading, writing, and/or language learning
- Exemplary skills in developing, implementing and assessing instructional strategies to improve academic literacy, overall achievement in core content areas, problem solving skills and use of modern technology for all students in the school
- Proven skills with use of data to inform and develop professional development for teachers
- Ability to rigorously evaluate effectiveness of professional development focusing ultimately on its impact on student achievement
- Commitment to use of instructional research and strategies with teacher colleagues and the ability to coach them in their successful implementation
- Strong organizational skills
- Flexible approach in planning and providing Professional development
- Ability to grow trust and build relationships over time in a professional learning community
- Reading intervention training preferred

(7) **Core Teachers** will report to the Principal. These individuals will demonstrate the following skills and expertise:

- Expert content and pedagogical knowledge
- Belief that all students can learn and succeed in college
- Ability to maintain high expectations for all students, providing any necessary supports in a timely and effective manner
- Skills to develop engaging, rigorous, standards-based lessons and curriculum aligned with mission and vision of YWCP
- Constant attention to formative, periodic, and summative student data and ability to use this data to plan and adjust instruction as necessary
- Confidence in abilities, coupled with dedication to continuous improvement and ability to listen to guidance and constructive criticism and incorporate this into practice
- Collaborative approach to teaching allowing for effective use of common planning time, delivery of interdisciplinary units, and weekly faculty meetings
- Consistently reach out to and involve parents and families in student successes and challenges
- Build and manage a classroom culture focused on high expectations, mutual respect, and rigor

(8) The **ESOL Teacher** will demonstrate all qualifications required of core classroom teachers, in addition to the following:

- Demonstrate familiarity with the NYSESLAT and LAB-R, and use data from these assessments to enhance instruction
- Proven record serving needs of English language learners with creative and engaging strategies that accelerate language acquisition while maintaining high expectations and rigor
- Ideal candidates will have a degree related to English language acquisition from an accredited college or university and be eligible for TESOL certification in New York State
- Ability and passion to share ESOL methodologies, policies, procedures and services that benefit all students with colleagues

The school (9) **Social Worker** will report to the principal and require the following qualifications and experience:

- Commitment to school mission and vision to serve underprivileged girls in a college-going environment
- New York State certification
- Masters degree or higher with proven clinical experience in a school setting
- Understanding of challenges of poverty in an urban system coupled with the belief that every student can achieve and graduate college ready
- Ability to share accountability for the success of all students in the building with colleagues
- Ability to work with diverse set of staff and families to identify root causes of behaviors that require identification and delivery of services
- Ability to contribute to student intake process and development of each student learning plan with assessments and other components to identify the need for targeted services
- Knowledge of appropriate medical, psychological and other tests to identify roots causes student needs, and ability to arrange such tests
- Excellent organizational and communication skills to develop service plan and implement this plan in collaboration with colleagues
- Knowledge of local resources and ability to connect families and students with these resources (e.g., health care, child care, parenting resources, substance abuse treatment, job training, financial literacy)
- Ability to maintain student case histories and prepare reports as necessary
- Ability to act as liaison to authorities within areas of child services, families services, protective services, courts, and medical arena
- Ability to address emergency situations, providing individual and group counseling in areas such as grief, chemical dependence, stress, and bullying
- Commitment to professional growth through collaboration, communication and professional development opportunities

(10) **Special Education Coordinator** will demonstrate the following skills and experience:

- Belief that all students can learn and succeed in college
- Ability to maintain high expectations for all students regardless of special needs
- Knowledge of key laws and regulations associated with students with disabilities (IDEA, section 504 or the Rehabilitation Act of 1974 and Title II of the ADA Act of 1990) and ability to create a rigorous structure and program that complies with these laws and regulations (including the maintenance of accurate special education records)
- Experience with CSEs and ability to effectively communicate and collaborate with these committees to best serve students

- Coordinates the school's role in the development and maintenance of IEPs and ensures students with IEPs receive the instruction and services required by law from qualified staff
- Experience and organizational skills to successfully oversee the progress of students with special needs
- Ability to ensure that all teachers have access to technical support regarding special education and strategies to modify instruction to meet individual student needs
- Proven record of providing effective instructional support to teachers
- Proven record of effective teaching with small group pullout classes in reading, writing, and/or math.
- Ability to serve as inclusion teacher in reading, writing, and/or math.

As the Special Education Coordinator will also serve as a small group pullout and/or inclusion teacher, all qualifications and expectations listed in the criteria for Teacher apply to the Special Education Coordinator as well. The Special Education Coordinator must be certified as a Special Education teacher or administrator.

(11) The **Nurse** will report to the Director of Operations and must demonstrate the ability to:

- Promote and protect the optimal health status of school age children
- Obtain a health history and provide health assessments
- Identify abnormal health findings
- Observe the student for development and health patterns in making nursing assessment
- Screen and evaluate findings of deficit in vision, hearing, scoliosis, growth, etc.
- Develop and implement a student health plan and implement school health management protocols
- Develop procedures and provide for emergency nursing management for injuries/illnesses
- Interpret the health status of students to parents and school personnel.
- Initiate referral to parents, school personnel or community health resources for intervention, remediation and follow through
- Track and manage the immunization and required health screening (hearing, vision, scoliosis) status of all students
- Provide ongoing health counseling with students, parents, school personnel or health agencies
- Utilize existing health resources to provide appropriate care of students
- Maintain, evaluate and interpret cumulative health data to accommodate individual needs of students
- Participate in home visits to assess the family needs as related to the child's health
- Promote and assist in the control of communicable diseases
- Provide health education and anticipatory guidance
- Provide direct health education, and health counseling to assist students and families in making decisions on health and lifestyles that affect health
- Participate in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health
- At least 2 years of experience providing health services in a school environment
- Posses a thorough understanding of school health regulations and requirements
- Bachelors degree in a health-related field is required and BOCES affiliation is preferred.

To implement this structure over time and provide for its effective functioning from day one, the school will work in conjunction with its affiliate organization to adopt best practices for administering daily functions, which have been successfully developed and implemented YWLN schools.

(12) **Teaching Assistants** will report to the Principal. These individuals will demonstrate the following skills and expertise:

- Belief that all students can learn and succeed in college
- Support all aspects of the instructional work of classroom Teachers
- Ability to provide direct instructional support to individual or small groups of students, both inside and outside of the classroom
- Assist with student arrival, dismissal, and mealtime routines as needed
- Make phone calls home or implement other parent communication strategies
- Assist in the planning and execution of school events, field trips, and other activities
- Participate in grading of student work, assembling curriculum materials, and inputting student data
- Participate in all staff development opportunities
- Ability to maintain high expectations for all students, providing any necessary supports in a timely and effective manner
- Dedication to continuous improvement and ability to listen to guidance and constructive criticism and incorporate this into practice
- Consistently reach out to and involve parents and families in student successes and challenges
- Help build and maintain a classroom culture focused on high expectations, mutual respect, and rigor
- Fill in for teachers or provide supervision for groups of students as needed
- One or more years working with middle or high school students is required

All individuals employed by YWCP will be required to successfully undergo and clear fingerprinting and background checks before working in the school.



## New Application Budget(s) & Cash Flow(s) Template

### Young Women's College Prep Charter School of Rochester

Contact Name: Laura Rebell Gross  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

#### Examples

Pre-Opening Period September 1, 2011 to June 30, 2012  
Operational Year ONE July 1, 2012 to June 30, 2013

**Young Women's College Prep Charter School of Rochester  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
September 1, 2011 to June 30, 2012**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	150,000
Total Expenses	189,930
Net Income	70
Actual Student Enrollment	
Total Paid Student Enrollment	

START-UP PERIOD:

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CV Per Pupil Rate
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)  
Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

TOTAL REVENUE FROM STATE SOURCES

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	Other
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	-
Charter School Program (CSP) Planning & Implementation	100,000
Other	-

TOTAL REVENUE FROM FEDERAL SOURCES

**LOCAL and OTHER REVENUE**

Contributions and Donations	-
Fundraising	90,000
Frate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

**TOTAL REVENUE**

**150,000**

**Young Women's College Prep Charter School of Rochester  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
September 1, 2011 to June 30, 2012**

	130,000	189,930	70	
Total Revenue				
Total Expenses				
Net Income				
Actual Student Enrollment				
Total Paid Student Enrollment				
				START-UP PERIOD

DESCRIPTION OF ASSUMPTIONS

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions			
Executive Management	1.00	66,666		Principal Hire September 2011
Instructional Management	-	-		
Deans, Directors & Coordinators	-	-		
CFO / Director of Finance	1.00	48,750		Director of Operations Hire October 2011
Operator / Business Manager	1.00	20,000		Office Manager Hire January 2012
Administrative Staff	3.00	135,416		
<b>TOTAL ADMINISTRATIVE STAFF</b>				

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-		
Teachers - SPED	-	-		
Substitute Teachers	-	-		
Teaching Assistants	-	-		
Specialty Teachers	-	-		
Aides	-	-		
Therapists & Counselors	-	-		
Other	-	-		
<b>TOTAL INSTRUCTIONAL</b>				

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-		
Librarian	-	-		
Custodian	-	-		
Security	-	-		
Other	-	-		
<b>TOTAL NON-INSTRUCTIONAL</b>				

**SUBTOTAL PERSONNEL SERVICE COSTS**

	3.00	135,416		
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		11,510		8.5% of total salaries
Fringe / Employee Benefits		13,542		10% of total salaries
Retirement / Pension		4,062		Based on all full-time employees receiving 3% employer match
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		29,114		
<b>TOTAL PERSONNEL SERVICE COSTS</b>	3.00	164,530		

**CONTRACTED SERVICES**

Accounting / Audit	-	-		
Legal	-	-		
Management Company Fee	-	-		
Nurse Services	-	-		
Food Services / School Lunch	-	-		
Payroll Services	-	-		
Special Ed Services	-	-		
Tilement Services (i.e. Tile 1)	-	-		
Other Purchased / Professional / Consulting	-	-		
<b>TOTAL CONTRACTED SERVICES</b>				
<b>SCHOOL OPERATIONS</b>				
Board Expenses	-	-		

**Young Women's College Prep Charter School of Rochester  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
September 1, 2011 to June 30, 2012**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	190,000	
<b>Total Expenses</b>	189,930	
<b>Net Income</b>	70	
<b>Actual Student Enrollment</b>	70	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	2,400	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,000	
Staff Development	5,000	Principals training/residency provided by YWL Network
Staff Recruitment	5,000	
Student Recruitment / Marketing	4,000	
School Meals / Lunch	-	
Towel (Staff)	-	
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>17,400</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	8,000	Based on 3 quotes received
Janitorial	-	
Building and Land Rent / Leases	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>8,000</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	
<b>TOTAL EXPENSES</b>	<b>189,930</b>	
<b>NET INCOME</b>	<b>70</b>	



**Charter School Name: Here**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 September 1, 2011 to June 30, 2012

<b>Total Revenue</b>	40,000	-	25,000	50,000	-	-	-	-	-	-	-	-	50,000	190,000
<b>Total Expenses</b>	18,500	17,391	16,181	16,181	20,231	20,231	20,231	20,231	20,231	20,231	20,231	20,231	20,231	189,500
<b>Net Income</b>	21,200	(17,391)	8,819	33,819	(20,231)	4,769	(20,231)	(20,231)	(20,231)	(20,231)	(20,231)	(20,231)	29,769	70
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	21,200	(17,391)	9,819	33,819	(20,231)	4,769	(20,231)	(20,231)	(20,231)	(20,231)	(20,231)	(20,231)	29,769	70

**REVENUE**  
**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	September	October	November	December	January	February	March	April	May	June	TOTAL
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-
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	-	-	25,000	-	-	25,000	-	-	-	-	50,000
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	25,000	-	-	25,000	-	-	-	-	50,000

**LOCAL and OTHER REVENUE**

Contributors and Donations	-	-	-	-	-	-	-	-	-	-	-
Funding	40,000	-	-	50,000	-	-	-	-	-	-	90,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	25,000	-	-	25,000	-	-	-	-	50,000





**Young Women's College Prep Charter School of Rochester  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2012 to June 30, 2013**

**DESCRIPTION OF ASSUMPTIONS**

REVENUE	PROGRAM SERVICES					SUPPORT SERVICES		TOTAL	DESCRIPTION OF ASSUMPTIONS
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	GENERAL			
<b>Total Revenue</b>	1,193,710	107,556	-	-	-	-	-	1,301,266	
<b>Net Income</b>	1,137,923	72,083	-	-	29,230	-	-	1,269,210	
<b>Actual Student Enrollment</b>	37,765	33,921	-	-	(32,280)	-	-	41,096	
<b>Total Paid Student Enrollment</b>	69	6	-	-	75	-	-	75	
<b>REVENUES FROM STATE SOURCES</b>	631,210	74,556	-	-	-	-	-	705,766	Special Education population 8%
Per Pupil Revenue	12,200	-	-	-	-	-	-	-	
Redesign City School District	-	-	-	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	
School District - All OTHER	-	-	-	-	-	-	-	-	
<b>Total Per Pupil Revenue (Average District Per Pupil Funding)</b>	831,210	74,556	-	-	-	-	-	905,766	\$5,500 per pupil student
Special Education Revenue	-	33,000	-	-	-	-	-	33,000	
Grants	-	-	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	-	-	
DTCD (Department of Tourism and Community Development)	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	631,210	107,556	-	-	-	-	-	738,766	
<b>REVENUE FROM FEDERAL FUNDING</b>	57,440	-	-	-	-	-	-	57,440	90% FRPK population
IDEA Special Needs	3,860	-	-	-	-	-	-	3,860	80% FRPK population
Title I	-	-	-	-	-	-	-	-	
Title Funding - Other	-	-	-	-	-	-	-	-	
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	
Grants	-	-	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	225,000	-	-	-	-	-	-	225,000	
Other	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	282,440	-	-	-	-	-	-	282,440	
<b>LOCAL AND OTHER REVENUE</b>	50,000	-	-	-	-	-	-	50,000	
Fundraising	25,000	-	-	-	-	-	-	25,000	
Grant Reimbursement	-	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	
Student Home	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	
Text Book	75,000	-	-	-	-	-	-	75,000	
Other	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	1,193,710	107,556	-	-	-	-	-	1,301,266	

**Young Women's College Prep Charter School of Rochester  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2012 to June 30, 2013**

**DESCRIPTION OF ASSUMPTIONS**

	Total Revenue		PROGRAM SERVICES					SUPPORT SERVICES		TOTAL
	Total Expenses	Net Income	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FOUNDERING	MANAGEMENT & GENERAL			
Total Revenue	1,493,210	107,556	-	-	-	-	-	-	1,599,266	
Total Expenses	1,157,925	72,085	-	-	-	-	-	-	1,263,210	
Actual Student Enrollment	37,705	\$5,521	-	-	-	-	-	(\$2,280)	41,084	
Total Paid Student Enrollment	69	9	-	-	-	-	-	-	75	

	No. of Positions	INSTRUCTIONAL PERSONNEL COSTS		NON-INSTRUCTIONAL PERSONNEL COSTS		SUBTOTAL PERSONNEL SERVICE COSTS		PAYROLL TAXES AND BENEFITS		TOTAL PERSONNEL SERVICE COSTS	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FOUNDERING	MANAGEMENT & GENERAL					
<b>EXPENSES</b>											
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>											
Executive Management	1.00	90,000	-	-	-	-	-	-	-	-	90,000
Instructional Management	1.00	90,000	-	-	-	-	-	-	-	-	90,000
Deans / Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operations / Business Manager	1.00	75,000	-	-	-	-	-	-	-	-	75,000
Administrative Staff	1.00	43,000	-	-	-	-	-	-	-	-	43,000
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>4.00</b>	<b>208,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>208,000</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>											
Teachers - Regular	6.50	294,000	-	-	-	-	-	-	-	-	294,000
Teachers - SPED	1.90	-	49,000	-	-	-	-	-	-	-	49,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	1.00	20,000	-	-	-	-	-	-	-	-	20,000
Specialty Teachers	2.00	42,000	-	-	-	-	-	-	-	-	42,000
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	45,000	-	-	-	-	-	-	-	-	45,000
Other	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>11.00</b>	<b>401,000</b>	<b>49,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>460,000</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>											
Nurses	1.00	10,000	-	-	-	-	-	-	-	-	10,000
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	10,000	-	-	-	-	-	-	-	-	10,000
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	<b>10,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,000</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>											
		669,000	49,000	-	-	-	-	-	-	-	718,000
<b>PAYROLL TAXES AND BENEFITS</b>											
Payroll Taxes		54,965	4,135	-	-	-	-	-	-	-	61,000
Private / Employee Benefits		65,950	4,900	-	-	-	-	-	-	-	71,850
Retirement / Pension		15,930	1,470	-	-	-	-	-	-	-	19,399
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		141,575	10,535	-	-	-	-	-	-	-	152,210
<b>TOTAL PERSONNEL SERVICE COSTS</b>		810,575	\$9,535	-	-	-	-	-	-	-	870,210
<b>CONTRACTED SERVICES</b>											
Accounting / Audit		-	-	-	-	-	-	10,000	-	-	10,000
Legal		-	-	-	-	-	-	2,000	-	-	2,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		11,000	-	-	-	-	-	-	-	-	11,000
Printing Services		-	-	-	-	-	-	3,000	-	-	3,000
Special Ed Services		-	10,000	-	-	-	-	-	-	-	10,000
Therapist Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional Consulting		-	-	-	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>		11,000	10,000	-	-	-	-	15,000	-	-	36,000
<b>SCHOOL OPERATIONS</b>											
Board Expenses		-	-	-	-	-	-	250	-	-	250
Cleaning / Teaching Supplies & Materials		21,500	-	-	-	-	-	-	-	-	21,500
Special Ed Supplies & Materials		-	2,500	-	-	-	-	-	-	-	2,500
Textbooks / Workbooks		2,500	-	-	-	-	-	-	-	-	2,500
Supplies & Materials other		5,000	-	-	-	-	-	-	-	-	5,000
Equipment / Furniture		45,000	-	-	-	-	-	-	-	-	45,000
Telephone		-	-	-	-	-	-	5,000	-	-	5,000
Technology		31,000	-	-	-	-	-	-	-	-	31,000
Student Testing & Assessment		11,000	-	-	-	-	-	-	-	-	11,000
Field Trips		2,000	-	-	-	-	-	-	-	-	2,000
Transportation (student)		3,000	-	-	-	-	-	-	-	-	3,000
Student Services - other		1,500	-	-	-	-	-	-	-	-	1,500
Office Expenses		-	-	-	-	-	-	12,000	-	-	12,000
Staff Development		9,000	-	-	-	-	-	-	-	-	9,000
Staff Retention		5,000	-	-	-	-	-	-	-	-	5,000
Student Recruitment / Marketing		3,500	-	-	-	-	-	-	-	-	3,500
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-

3.5% of total salaries  
10% of total salaries, plus annual health insurance cost increases  
Based on 81 full-time employees receiving 3% employer match

**Young Women's College Prep Charter School of Rochester**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS	PROGRAM SERVICES						SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL			
Total Revenue	1,95,710	107,456	-	-	-	-	-	1,303,266	
Total Expenses	1,17,923	72,935	-	-	-	-	32,250	1,284,210	
Net Income	37,783	35,212	-	-	-	-	(32,250)	41,056	
Actual Student Enrollment	69	6	-	-	-	-	-	75	
Total Paid Student Enrollment	69	6	-	-	-	-	-	75	
<b>TOTAL SCHOOL OPERATIONS</b>									
Trawl (Staff)	2,500	-	-	-	-	-	-	2,500	
Funding	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	14,500	2,500	-	-	-	-	17,250	162,250	
<b>FACULTY OPERATION &amp; MAINTENANCE</b>									
Insurance	14,500	-	-	-	-	-	-	14,500	
Janitorial	29,000	-	-	-	-	-	-	29,000	
Building and Land Rent /Lease	85,000	-	-	-	-	-	-	85,000	
Repairs & Maintenance	12,000	-	-	-	-	-	-	12,000	
Equipment /Furniture	-	-	-	-	-	-	-	-	
Security	250	-	-	-	-	-	-	250	
Utilities	28,000	-	-	-	-	-	-	28,000	
TOTAL FACULTY OPERATION & MAINTENANCE	166,750	-	-	-	-	-	-	166,750	
<b>DEPRECIATION &amp; AMORTIZATION</b>									
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	-	-	25,000	
TOTAL EXPENSES	1,17,923	72,935	-	-	-	-	32,250	1,284,210	
NET INCOME	97,783	35,212	-	-	-	-	(32,250)	41,056	

**Young Women's College Prep Charter School of Rochester  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

	PROGRAM SERVICES				SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
Total Revenue	1,191,710	107,556	-	-	-	-	1,299,266
Total Expenses	1,117,924	72,033	-	-	32,250	-	1,222,207
Net Income	37,789	35,523	-	-	(\$2,250)	-	41,036
Actual Student Enrollment	69	6	-	-	-	-	75
Total Paid Student Enrollment	69	6	-	-	-	-	75
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
Rochester City School District	69	6	-	-	-	-	75
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School Dist - ALL OTHER	69	6	-	-	-	-	75
<b>TOTAL ENROLLMENT</b>	<b>69</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>75</b>
<b>REVENUE PER PUPIL</b>	<b>17,286</b>	<b>17,826</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,327</b>
<b>EXPENSES PER PUPIL</b>	<b>16,192</b>	<b>12,006</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,229</b>

**Young Women's College Prep Charter School of Rochester  
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
<b>Total Revenue</b>	201,461	-	210,527	11,466	160,527	59,006	160,527	9,066	210,527	9,066	210,527	9,066	2,303,266
<b>Total Expenses</b>	151,703	85,788	120,935	93,288	132,972	99,205	97,028	97,028	97,028	97,028	97,028	97,028	1,283,210
<b>Net Income</b>	49,758	(85,788)	89,592	(81,822)	27,555	(39,199)	63,499	(87,972)	113,499	(87,972)	113,499	(87,972)	1,020,056
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	49,758	(85,788)	69,572	(81,822)	29,135	(29,135)	49,489	(87,972)	113,489	(87,972)	113,489	(87,972)	41,036
<b>Net Income</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
Knowlton - Or: School District	151,461	-	151,461	-	151,461	-	151,461	-	151,461	-	151,461	-	909,766
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	151,461	-	151,461	3,300	151,461	3,300	151,461	3,300	151,461	3,300	151,461	3,300	909,766
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	151,461	-	151,461	3,300	151,461	3,300	151,461	3,300	151,461	3,300	151,461	3,300	909,766
<b>REVENUE FROM FEDERAL FUNDING</b>													
DDA - Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LOCAL AND OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Advertising	-	-	-	-	-	-	-	-	-	-	-	-	-
Gifts and Reimbursement	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax Book	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL AND OTHER SOURCES</b>	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000
<b>TOTAL REVENUE</b>	201,461	-	210,527	11,466	160,527	59,006	160,527	9,066	210,527	9,066	210,527	9,066	2,303,266

\* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on the '4.) Year Budget & Assumptions'.

CT Per Pupil Rate

12,090
12,090



Young Women's College Prep Charter School of Rochester  
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
<b>Total Revenue</b>	201,461	-	210,572	11,466	160,572	99,066	160,572	9,066	210,572	9,066	210,572	60,206	1,309,266
<b>Total Expenses</b>	151,205	85,788	120,572	93,288	122,372	96,205	97,038	97,038	97,038	97,038	95,122	106,622	1,282,210
<b>Net Income</b>	49,756	(85,788)	89,572	(81,822)	38,155	(9,139)	63,489	(87,972)	113,489	(87,972)	115,405	(46,416)	41,056
<b>Cash Flow Adjustments</b>													
<b>Beginning Cash Balance</b>	49,756	(85,788)	89,572	(81,822)	38,155	(9,139)	63,489	(87,972)	113,489	(87,972)	115,405	(46,416)	41,056
<b>Net Income</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSEMINATION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
<b>NET INCOME</b>	151,205	85,788	120,572	93,288	122,372	99,205	97,038	97,038	97,038	97,038	95,122	106,622	1,262,210
<b>CASH FLOW ADJUSTMENTS</b>	49,756	(85,788)	89,572	(81,822)	38,155	(9,139)	63,489	(87,972)	113,489	(87,972)	115,405	(46,416)	41,056
<b>OPERATING ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Substant Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	49,756	(85,788)	89,572	(81,822)	38,155	(9,139)	63,489	(87,972)	113,489	(87,972)	115,405	(46,416)	41,056
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>	49,756	(85,788)	89,572	(81,822)	38,155	(9,139)	63,489	(87,972)	113,489	(87,972)	115,405	(46,416)	41,056

**Young Women's College Prep Charter School of Rochester**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**  
 Be For the First Five Years of Operation. Projected Five Year Budget on this Tab Should

**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 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
Total Revenue	1,303,266	2,292,833	3,004,609	4,076,566	5,029,401
Total Expenses	1,287,200	2,181,312	2,964,933	3,939,199	4,897,438
Net Income (Before Cash Flow Adjustments)	41,066	111,521	39,656	137,367	422,943
Actual Student Enrollment	75	150	225	300	375
Total Paid Student Enrollment	75	150	225	300	375

**REVENUE**

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
Per Pupil Revenue	74.69%	85.89%	93.89%	94.27%	100.69%

Per Pupil Revenue	CR Per Pupil Rate
Rockrose City School District	72,988
School District 2 (Other Name)	-
School District 3 (Other Name)	-
School District 4 (Other Name)	-
School District 5 (Other Name)	-
School District 6 (Other Name)	-
School District 7 (Other Name)	-
School District 8 (Other Name)	-
School District 9 (Other Name)	-
School District 10 (Other Name)	-
School District 11 (Other Name)	-
School District 12 (Other Name)	-
School District 13 (Other Name)	-
School District 14 (Other Name)	-
School District 15 (Other Name)	-
School District - ALL OTHERS	-
Total Per Pupil Revenue (Average District Per Pupil Funding)	12,090
Special Education Revenue	-
State	-
Statewide	-
OTCO (Department of Youth and Community Development)	-
Other	-

**REVENUE FROM FEDERAL FUNDING**

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
IDEA Special Needs	941,766	1,684,750	2,789,125	3,789,500	4,626,750
Title I	-	-	-	-	-
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-
Other	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	941,766	1,684,750	2,789,125	3,789,500	4,626,750

**TOTAL REVENUE FROM LOCAL AND OTHER SOURCES**

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
Local and Other Revenue	361,500	608,083	2,215,484	2,287,066	5,402,651
Grants and Donations	-	-	-	-	-
Funding	-	-	-	-	-
Other Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Therapy Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Total Local	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	361,500	608,083	2,215,484	2,287,066	5,402,651

**TOTAL REVENUE**

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
Total Revenue	1,303,266	2,292,833	3,004,609	4,076,566	5,029,401

DESCRIPTION OF ASSUMPTIONS

Per Pupil Revenue - Special Education population 8%

80% RFA population  
 90% RFA population

Donation to cover College Counselor position



**Young Women's College Prep Charter School of Rochester**

**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 2013-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	3,293,266	2,293,853	3,004,699	4,076,566	5,070,401	
<b>Net Income (Before Cash Flow Adjustments)</b>	1,283,210	2,161,312	2,964,933	3,939,199	4,597,458	
<b>Actual Student Enrollment</b>	41,036	131,341	89,636	137,367	423,643	
<b>Total Paid Student Enrollment</b>	75	150	225	300	375	
	75	150	225	300	375	
Insurance	14,000	29,000	29,870	31,766	31,830	3% annual inflation
Amortized	29,000	46,000	66,000	85,000	115,000	Based on chartering service costs for similar schools
Building and Land Rent / Lease	66,000	175,000	390,000	400,000	400,000	Based on highest facility rent costs of similar Western NY charter schools
Repairs & Maintenance	52,000	90,000	40,000	120,000	175,000	Based on costs for similar schools
Equipment / Furniture	250	300	300	300	300	
Security	29,000	30,000	30,000	155,000	149,000	Based on costs for similar schools
Utilities	169,750	407,300	524,170	761,066	861,350	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	25,000	25,000	-	-	-	WCP budget or cash back
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	
<b>LIQUIDATION ESCROW &amp; RESERVES / CONTINGENCY</b>	1,283,210	2,161,312	2,964,933	3,939,199	4,597,458	
<b>TOTAL EXPENSES</b>	41,036	131,341	89,636	137,367	423,643	
<b>NET INCOME</b>	1,283,210	2,161,312	2,964,933	3,939,199	4,597,458	



## Appendix A: Young Women's College Prep Charter School of Rochester SCHOOL-STUDENT-PARENT COMPACT

We cannot be successful unless all members of the school community are working in concert toward the same goals and objectives. For this reason, all families must sign the compact:

I have received a copy of the student handbook, discipline code, uniform policy, internet usage policy, students' rights and responsibilities, and peace pledge and I understand that I am responsible for the rules and regulations contained therein and must abide by all school and Rochester City Public School System policies. In order for my child to be successful at the Young Women's College Prep Charter School of Rochester, I also realize that I as a parent must attend Parent Meetings and take an active part in my child's education which includes: holding my child accountable for punctuality and attendance, providing a quiet study place and enforcing a study schedule, checking my child's homework, staying in touch with my child's teachers, reducing my child's television watching so as to increase my child's reading, and providing my child with the necessary educational supplies.

I have chosen to send my child to the Young Women's College Prep Charter School of Rochester because it is a college preparatory school. I will support this effort by permitting my child to participate in trips to college campuses and by ensuring that my child devotes sufficient time and effort to SAT/ACT exam preparation. I will file the necessary college forms and financial aid forms in a timely fashion, paying application fees or applying for waivers, and I will check over all of my child's applications.

I understand that failure to comply with the school policies, rules, and regulations will have a negative impact on my child's educational progress.

### **YWCP Pledge of Peace**

*(This pledge must be signed by all incoming students and their families.)*

*I \_\_\_\_\_ pledge to make every effort to behave in a peaceful manner at all times in our school. I understand that the school does not tolerate bullying of any kind including rumor spreading and ridicule. I pledge that when someone is aggressive to me or I hear rumors that someone intends to be aggressive to me or toward anyone else, I will make every effort to back away and get assistance from my advisory teacher, guidance counselor, assistant principal, or any other adult in the school community. **If not, I understand that I will be suspended along with the person who was violent first. I pledge not to disturb the peace in the school by teasing, bullying, name calling, cursing, spreading rumors, or disrupting classes.***

*I understand that I can learn most successfully if I do my part to increase and keep the peace.*

## **Appendix B: Young Women's College Prep School Principal Posting**

Young Women's College Prep Charter School of Rochester (YWCP) will offer young women from the city of Rochester the opportunity to learn in a single-gender environment where a central focus is placed on preparation for college enrollment and graduation. YWCP will partner with families and the community to instill in each student a sense of leadership, responsibility, and ethics, supporting young women in their endeavors to achieve excellence in and out of the classroom. YWCP will affiliate with Young Women's Leadership Network (YWLN), an entrepreneurial, results-driven nonprofit organization, which is changing the lives of low-income students through two highly successful programs: Young Women's Leadership Schools (YWLS), a high-performing network of all-girls' public schools, and College Bound Initiative (CBI), a school-based college guidance program for coed and single-sex public schools. Both programs have a proven track record of creating a college-going culture in schools and making the dream of college a reality for many of our inner-city students. To learn more, visit the YWLN website at: [www.ywlnetwork.org](http://www.ywlnetwork.org).

YWCP is seeking a founding Principal to oversee the planning, opening, and development of the first all-girls 7-12 charter school in Rochester, NY. The Principal will report to the Board of Trustees of YWCP and will be in close contact and collaboration with YWLN to assure the faithful implementation of their successful model for creating postsecondary opportunities for urban minority girls. The successful candidate will have at least 3 years of classroom teaching experience, preferably three years of school-based administrative experience, and a demonstrated track record of commitment to fostering the achievement of minority or low-income students. Additionally, s/he will have a demonstrated ability to effectively recruit and develop a strong teaching corps as well as support staff; manage a school community collegially; distribute leadership and counseling through differentiated professional development; maintain a high level of student productivity and achievement; and manage relationships with the founders and board of YWCP, YWLN, the Rochester City School District, New York State Education Department, and community partners. A demonstrated passion for expanding educational opportunities for at-risk students is essential. Additional preferred qualifications: eligibility for supervisory certification in the State of New York; a master's degree; exceptional organizational, written, and verbal communication skills; and knowledge of research-based educational practices for adolescent girls. The candidate must be available September 2011 to begin planning for a September 2012 opening.

### **Primary Roles and Responsibilities include but are not limited to:**

- Commitment to implement the YWLN 7-12 model
- Meeting or exceeding all measures of school accountability as defined by NYSED
- Focus on results and high expectations for every student
- Development of rigorous, challenging curricula
- Enforcement of school uniform policy
- Commitment to provide, support, and supervise the YWLN Advisory Program
- Commitment to implement the YWLN College Bound Initiative
- Commitment to provide significant enhancements to the educational program for students through extended day/week/year programs
- Commitment to develop teacher leaders through high impact and differentiated professional development for staff
- Commitment to share with all network schools (and beyond) through collaboration, transparency, and documentation of practice
- Commitment to cultivate parents as partners in the education of their children

### **Application instructions:**

Please submit:

1) Cover letter

2) Resume

3) Two short writing samples responding to the following questions:

1. Do you believe all students can succeed in college? Why/Why not?
2. What, if any, is the advantage of single-sex education, specifically in an urban school?

LauraRebell.ywcp@gmail.com No phone calls please.

**Appendix C: Letters of Support for Young Women's College Prep  
Charter School of Rochester**



911 East Main Street Rochester, NY 14605-2722

March 23, 2011  
Hilda Rosario Escher  
President &  
Chief Executive Officer

Ms. Sally Bachofer  
Assistant Commissioner for Innovative School Models  
Office of Innovative School Models  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Ms. Bachofer:

I am writing to express the support of Ibero-American Action League in the development and operation of Young Women's College Prep Charter School of Rochester, applying to open in the fall of 2012. Since 1968, Ibero has offered a multitude of services and programs to the Rochester community. These include services for families, children and youth, and for those with developmental disabilities. In addition, The Ibero-American Development Corporation (IADC) is a not for profit company affiliated with the Ibero-American Action League, Inc. that works to increase affordable housing opportunities, expand social and business services available to the Latino community and others.

In recent years, Ibero has been a proud partner organization of Eugenio Maria de Hostos Charter School, a dual immersion K-8 charter school in Rochester. Through the District/Charter Compact, Eugenio Maria de Hostos Charter School will collaborate with Young Women's College Prep Charter School. Ibero will supplement this partnership, offering guidance regarding effective practices for serving Latino families and students (particularly English language learners) in Rochester. Ibero has also supported the after-school program for Eugenio Maria de Hostos Charter School, and will offer guidance and support in the development of an effective program within the Young Women's College Prep Charter School of Rochester.

Sincerely,

A handwritten signature in black ink, appearing to read "Hilda Rosario Escher", written over a light blue background.

Hilda Rosario-Escher  
President and CEO



THE  
NORMAN  
HOWARD  
SCHOOL

275 Pinnacle Road • Rochester, New York 14623 • phone: 585.334.8010 • fax: 585.334.8073 • www.normanhoward.org

March 22, 2011

The Charter School Office  
Room 471 EBA  
New York State Education Department  
Albany, New York 12234

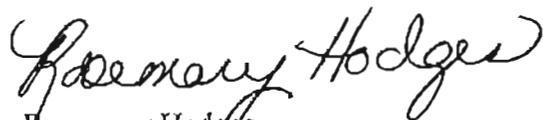
We are pleased to write a letter of support for the Young Women's College Prep Charter School of Rochester (YWCP), whose mission is to provide young women the opportunity to learn in a single-gender environment that leads to college enrollment and graduation.

We find that the goals of YWCP align very much with those of The Norman Howard School (NHS), a State approved special education program that currently serves 130 students from 39 school districts over 8 counties. We applaud YWCP in its mission to work with an underserved population, educate the whole student, and meet individual student needs. The specifically designed small school environment will enable faculty and staff to know each and every student and will allow for creative opportunities for collaboration and leadership building.

The YWCP's belief in the positive results for students and faculty when a program invests in professional development and makes it an integral part of the school's culture and instruction is similar to NHS' approach to professional development. Given that YWCP is committed to serving young women with learning needs within their program, we are hoping to collaborate with YWCP for professional development in the areas of effective instructional practices, data-based instructional decision making, and meeting the needs of individual students based upon learning profiles.

We look forward to having a thoughtfully designed, rigorous educational program available to the young women of Rochester. In addition, we look forward to having an opportunity to work with YWCP in support of their endeavor.

Sincerely,

  
Rosemary Hodges  
Co-Head, The Norman Howard School

  
Linda Lawrence  
Co-Head, Then Norman Howard School



Greater Rochester Area Branch – AAUW  
494 East Avenue  
Rochester, NY 14607  
  
(585) 244-8890  
Fax: (585) 244-5277  
  
[www.aauwrochester.org](http://www.aauwrochester.org)  
[rochaauw@frontiernet.net](mailto:rochaauw@frontiernet.net)

March 23, 2011

Dr. K. Brooke Stafford-Brizard  
Young Women's College Prep Charter School of Rochester  
Rochester City School District  
131 W. Broad Street  
Rochester, New York 14614

Dear Dr. Brizard:

On behalf of the Board of Directors of the Greater Rochester Area Branch of the American Association of University Women, it is my pleasure to write a letter of support and intent to become a community partner of The Young Women's Prep and Charter School in the Rochester City School District. Many of our 250 members at AAUW, including myself, are retired Rochester City School District administrators, teachers, mentors and public servants who understand urban schools and the challenges our girls face. We have long been waiting for a all girl's public high school! We have been running a successful program called Women Helping Girls for the past 17 years. We have seen many girls through college and beyond. Now these WHG alumnae are returning to us and enthusiastically giving back to the AAUW/WHG community.

Two of AAUW research reports entitled *How Schools Shortchange Girls* and *Where the Girls Are: The Facts About Gender Equity in Education* reveals startling evidence of inequities in education. Although much has been gained since 1972, girls still experience sexual harassment, sex segregated vocational educational programs and wage disparities. Single sex education supports Title IX and opposes effects that would weaken its effectiveness or undermines its influence.

We at AAUW have many diverse and intergenerational high school/college events which we would be glad to co-sponsor with the Young Women's Prep and Charter School. You have our full support!

Sincerely,



Marilyn C. Tedeschi  
President



494 East Avenue  
Rochester New York 14607

A PROGRAM OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

25 March 2011

On behalf of Women Helping Girls (WHG), a program of the Greater Rochester Area Branch of the American Association of University Women, I extend best wishes and enthusiastic support for the establishment of the Young Women's College Prep Charter School of Rochester.

In 1981, a group of AAUW members who were teachers and administrators in the Rochester City School District identified a need for a support system for girls in their teen years. So many girls were not living up to their potential, lacked stable role models, and were missing opportunities for growth and leadership. These women decided that the most effective way to reach out to the girls would be to pair them with professional women, who could give them one-to-one attention and friendship. And that is how Women Helping Girls began. Since its inception, WHG has grown and thrived. About 350 girls have participated in the program. Their rate of graduation from high school surpasses the average for the school district, and many have gone on to graduate from the finest colleges and universities. In addition, many of the mentor-mentee relationships have continued long after the girls graduated from high school.

As an educator, I understand the unique learning needs and challenges of girls, especially during their adolescence. Research is clear about girls' preference for collaborative and cooperative learning, unlike the more competitive and individual preferences of the boys. In addition, we often see girls deferring to boys as they reach middle and high school. From both an academic and a leadership standpoint, girls are often at a disadvantage in a co-ed school, whereas an all-girl school can tailor its environment to maximize their experience.

As a mentor, I witnessed an additional frustration. My mentee is a bright young woman, but in middle and high school, she often felt that she was one of a small handful of students who were committed to learning. I am certain that in the supportive culture of an all-girl school she would have found herself in the company of many young serious scholars.

On a personal note, I support this project as a mother. My daughter was overwhelmed by the size and the rough-and-tumble of a large middle school. Sending her to an all-girl high school was one of the best decisions we could have made for her. In this safe and nurturing environment, she was challenged and supported. She felt free to explore options for leadership and service, and she blossomed into a strong, confident young woman.

We recognize the need for other programs in the City of Rochester like WHG that "support underserved girls in the Rochester City School District in leading productive and successful lives . . ." (from the WHG mission statement), we would extend a warm welcome to the establishment of an all-girls charter school.

Sincerely,

*Susan Donovan*

Susan Donovan  
Chair, Women Helping Girls  
A Program of the Greater Rochester Area Branch of the  
American Association of University Women



March 28, 2011

Ms. Sally Bachofer  
Assistant Commissioner for Innovative School Models  
Office of Innovative School Models  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Ms. Bachofer,

I am writing in support of the charter application for the proposed Young Women's College Prep School that is currently being developed to meet the educational needs of young girls in the City of Rochester. Harley has a distinct history of supporting education for children of the City of Rochester beyond the scope of our normal programs. Two currently successful charter schools, Urban Choice Charter School and Genesee Community Charter School, used Harley as a model from which they created their programs. In addition to supporting these schools at their inception, Harley's faculty and students continue to support them with service and peer-student initiatives.

Harley has also been instrumental in raising awareness of and instituting programs that close the achievement gap for low-income Rochester City School District (RCSD) students. For 16 years, Harley's summer enrichment program, Horizons, has been serving at-risk children in the City of Rochester and most recently the School has led the formation of the Greater Rochester Summer Learning Association. Harley will be joined by the University of Rochester, Nazareth College, and Monroe Community College in supporting summer enrichment programs for RCSD students. Harley is a school whose mission includes a public purpose, and we have a great commitment to furthering educational opportunities for the children of the City of Rochester. This commitment will further unfold in support of Young Women's College Prep School.

Through Harley's Horizons Program and other resources, we plan to partner closely with the founders and Board of Directors of the Young Women's College Prep School to support the direction and success of the school. It is clear from a visit I recently had at the Young Women's Leadership School in Harlem, the school from which Young Women's College Prep School will be modeled, that many young women will benefit from this educational opportunity and gain access to higher education.

In a city where graduation rates hover at 40%, education opportunities such as Young Women's College Prep School are in dire need. I can assure you that The Harley School will support this initiative in any way that we can and that the creation of this school will represent an investment of great social return.

Please do not hesitate to contact me regarding my unequivocal support for the granting of a charter for Young Women's College Prep School.

Sincerely,

Timothy R. Cottrell, Ph.D.  
Head of School

Nazareth  
COLLEGE

4245 East Avenue  
Rochester, NY 14618

585-389-2525 phone  
585-586-2452 fax  
www.naz.edu

March 28, 2011

The Charter School Office  
Room 471 EBA  
New York State Education Department  
Albany, New York 12234

To Whom It May Concern:

On behalf of Nazareth College's School of Education, we are happy to write a letter supporting the Young Women's College Prep Charter School of Rochester, New York (YWCP). The mission of this new and innovative school aligns strongly with our belief here at Nazareth College with providing individuals the greatest opportunities for learning and engagement ultimately culminating in graduation and a college experience.

Nazareth College's School of Education provides teacher training to students in both the undergraduate and graduate environments. We strive to provide individuals with the tool they need to become successful, innovative, ethical, and creative teachers. Young Women's College Prep aims to provide students with similar learning environments: environments, in which the students can be successful, learn with teachers who are innovative, creative and ethical thereby helping to instill these qualities within the students they teach.

We look forward to the opportunity to collaborate with Young Women's College Prep as they prepare young women in the Rochester area with an undoubtedly rich and fulfilling education. Additionally, we look forward to supporting Young Women's College Prep in ways in which we can be useful.

Sincerely



Timothy Glander  
Dean, School of Education  
Nazareth College

**Appendix D: Memorandum of Understanding between Young Women’s Leadership Network (YWLN) and Young Women’s College Prep Charter School of Rochester (YWCP)– Annex C and D**

**Annex C**

**Acknowledgement Guidelines for YWLN Affiliated Schools**

Affiliated Schools must acknowledge their affiliation with the Young Women’s Leadership Network (“YWLN”) and that their schools are modeled after the principles of The Young Women’s Leadership Schools. This acknowledgement must be printed in a clear and visible manner on all significant and widely printed written materials (e.g. brochures) and appear clearly and visibly in all electronic media (e.g. website).

All references to YWLN and to its program names and logos must follow the YWLN branding guidelines as outlined in the YWLN branding toolkit and must be approved in advance in writing by YWLN. No revisions or modifications to any such references are permitted without prior written approval from YWLN.

A sample of acceptable acknowledgement language is as follows:

The Young Women’s College Prep Charter School of Rochester is modeled upon the highly successful Young Women’s Leadership School of East Harlem (TYWLS). TYWLS of East Harlem opened in 1996 with one class of seventh grade students. With the support of the Young Women’s Leadership Network (YWLN), a leader in all-girls public education, the school now serves approximately 500 students in grades 6-12 and has achieved exemplary student outcomes. One hundred percent of TYWLS EH graduates have been accepted to college since the school’s inception. YWCP will join an impressive group of schools affiliated with YWLN in New York City, Philadelphia, Chicago, Baltimore and across Texas. If you would like more information on the TYWLS model, please visit [www.ywlnetwork.org](http://www.ywlnetwork.org).

**Annex D**

**Advisory and other Services Provided by YWLN**

**Note:** all services hereunder shall be performed by YWLN only upon reasonable notice by YWCP and subject to the availability and capacity of the YWLN staff.

<b>Planning Year</b>	<b>Launch Years 1-3</b>	<b>Development Years 4-6</b>
<b>Fall 2010-June 2012</b>	<b>July 2012-July 2015</b>	<b>July 2015 and beyond</b>
Acknowledgement of affiliate relationship in electronic and printed matter per Annex C.	Acknowledgement of affiliate relationship in electronic and printed matter per Annex C.	Acknowledgement of affiliate relationship in electronic and printed matter as per Annex C.
YWLN / CBI staff and school availability(subject to	Up to three days on site professional development prior to	Consultation on professional development plans; co planned

DOE approval) for persons working with the Rochester group in the planning year as well as entrée to YWLN PD in the planning year for up to two representatives from Rochester		school opening for founding team.  Ongoing entrée to all YWLN principal and teacher professional development opportunities in NYC for teams of up to 5.		professional development opportunities for administrators and staff.	
Consultative support related to charter application.		Scheduled visits to network schools for teachers, board members, administrators subject to DOE approval.		Scheduled intervisitations subject to DOE approval.	
Consultative support related to recruiting, screening, vetting of principal, teacher candidates, and other staff for the school.		Electronic teacher networking.		Electronic teacher networking.	
<b>Planning Year</b> <b>Fall 2010-June 2012</b>		<b>Launch Years 1-3</b> <b>July 2012-July 2015</b>		<b>Development Years 4-6</b> <b>July 2015 and beyond</b>	
Principal mentoring including possibility for on site shadowing of sitting YWLN principals subject to DOE approval.		Access to YWLN networkwide touchpoint activities resources for students.		Access to YWLN networkwide touchpoint activities resources for students.	
Consultative support related to facilities selection; budget development; community outreach and student recruitment processes; curriculum and assessment		Ongoing consultative support in operations.		Ongoing consultative support in operations.	

development; advisory development; uniform design; teacher professional development; partnerships and program development; school schedule development.				
Consultative support related to grand opening ceremony, marketing materials, media relations.		Ongoing consultative support related to model development  As per Annex A		Ongoing consultative support related to model development  As per Annex A
Accessibility to network schools with 21 days advance notice and subject to DOE approval.		Accessibility to network schools with 21 days advance notice and subject to DOE approval.		Accessibility to network schools with 21 days advance notice and subject to DOE approval.

<b>Planning Year</b>		<b>Launch Years 1-3</b>		<b>Development Years 4-6</b>	
<b>Fall 2010-June 2012</b>		<b>July 2012-July 2015</b>		<b>July 2015 and beyond</b>	
Accessibility to YWLN materials with sufficient advance notice.		Accessibility to YWLN materials with one week advance notice.		Accessibility to YWLN materials with one week advance notice.	
Accessibility to any newly developed YWLN programs, activities, curricula as developed.		Accessibility to any newly developed YWLN programs, activities, curricula as developed.		Accessibility to any newly developed YWLN programs, activities, curricula as developed.	

**Appendix E: Young Women's Leadership Network Letter of Support  
for Young Women's College Prep Charter School of Rochester**



322 Eighth Avenue, 14th Floor  
New York, NY 10001

T 212 207-3221  
F 212 207-8814  
[www.ywlnetwork.org](http://www.ywlnetwork.org)

March 28, 2011

Ms. Sally Bachofer  
Assistant Commissioner for Innovative School Models  
Office of Innovative School Models  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Ms. Bachofer:

I am writing to supplement the letter of support that Young Women's Leadership Network (YWLN) provided in the prospectus of the application for Young Women's College Prep Charter School of Rochester. As we mentioned in that letter, the co-founders Laura Rebell Gross and Brooke Stafford-Brizard have been working closely with YWLN since the inception of their school concept last year. We have known Ms. Gross for many years, first in her position as English teacher and then department chair at TYWLS of East Harlem and, since then, as an advisor and curriculum consultant. Because Ms. Gross is so familiar with our model and has had proven success with our students, we have the utmost confidence that she, Dr. Stafford-Brizard, and the other members of the Board of Trustees will be able to replicate the success of East Harlem in Rochester. Ms. Gross and Dr. Stafford-Brizard have been in consistent contact with us and, as of January of this year, have visited 4 of our schools in New York City, our Chicago affiliate, and plan to visit our Baltimore affiliate early next month.

We are committed to supporting their project through, among other areas:

- Consultative support during the application and start-up phase
- Onsite support from network experts including mentoring for the YWCP principal
- Participation in network professional development
- Implementation of YWLN academic and advisory curricula
- Support and guidance in the recruitment and hiring of leadership and staff

Annexes C and D of the Memorandum of Understanding between YWLN and YWCP are attached to the full application. These annexes outline the guidelines for schools affiliating with YWLN, and the full menu of services that we will offer YWCP as their affiliate.

We look forward to a long and successful relationship with Young Women's College Prep Charter School of Rochester.

Sincerely,

Kathleen Ponze  
Director of New Initiatives

**Appendix F: School Pre-Opening Plan**  
**Young Women's College Prep Charter School of Rochester**

**General Task Outline**

Task	Sept. 2011	Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Role
<b>Hiring</b>													
Hire Principal and Director of Operations (DOO)	x	x											Founding Team
Recruit, interview and hire teaching staff		x	x	x	x	x	x	x	x	x			Principal
Hire Office Manager (OM)					x	x	x	x					Principal/DOO
<b>Student Enrollment</b>													
Recruit students, outreach to community orgs.	x	x	x	x	x	x	x	x	x	x	x	x	Principal
Student lottery								x					Principal/DOO
Collect and file student enrollment forms								x	x	x	x	x	Principal
Request student records								x	x	x	x	x	Principal
Conduct student/family orientation												x	Principal
<b>Fiscal Procedures</b>													
Adopt final by-laws and fiscal policies	x	x											Board
Board to adopt final 2012-13 budget										x			Board
File Form 1023 w/ IRS to obtain tax exempt 501(c)(3) status			x	x	x								DOO
Set up EFT for State payments						x	x						DOO
Initiate fundraising plans and submit proposals	x	x	x	x	x	x	x	x	x	x	x	x	Founding Team
Apply for SSF if available				x	x								DOO
Retain an auditing firm to assist with annual audit and filings											x	x	DOO/Board
Implement all financial systems and routines	x	x	x										DOO
Finalize personnel policies, hiring packet and payroll service								x	x	x			DOO/Board
Submit unaudited financial statements to NYSED												x	DOO
<b>Facility and Equipment</b>													
Secure purchase or lease of school facility				x	x								Founding Team
Identify and retain contractor for any renovations				x	x								DOO
Facility renovations					x	x	x	x	x				DOO
Arrange NYSED facility visit				x	x			x	x				DOO
Obtain Cert. of Occupancy								x	x	x	x		DOO
Arrange utilities services and technology infrastructure					x	x							DOO
Select and order school furniture/technology								x	x	x			Principal/DOO
Hire cleaning company									x	x			DOO
Outfit classrooms											x	x	OM/DOO
<b>Compliance and Services</b>													
Establish relationship with RCSD SpEd liaison and identify IEP needs								x	x	x			Principal/DOO
CPR training and AED purchase										x	x	x	OM/DOO
Develop and adopt Accountability Plan					x	x	x						Board/Principal
Adopt Project SAVE plan/school safety plan										x	x		Principal/DOO
Determine and order all instructional materials								x	x	x			Principal/DOO
Order Grade 7 NYS testing materials												x	OM/DOO

Task	Sept. 2011	Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Role
Request BEDS number										x			DOO
Order and hang labor posters									x	x			DOO
Ensure all employees fingerprinted and files are at school											x	x	
<b>Food and Transportation</b>													
Work w/ RCSD Transportation office and RTS to arrange									x	x	x	x	OM/DOO
Arrange transportation for days when RCSD is not in session									x				DOO
Identify and retain food service vendor									x	x			DOO
Coordinate w/ CNS office and file for school account								x	x				OM/DOO
Collect family meal applications												x	OM
<b>Staff Development</b>													
Principal training with TYWLN	x	x	x	x	x	x	x	x					Principal
Develop detailed plan for staff training						x	x	x	x	x	x		Principal
Pre-opening staff training and orientation												x	Principal
Develop professional development schedule for the year											x	x	Principal
Define criteria for teacher/administrator assessment											x	x	Principal/Board

### Detailed School Opening Timeline

Task	Role	Classification	Due Date
Design Community Outreach Campaign	Founding Team	Student Enrollment	01/01/11
Cultivate local community leaders	Founding Team	Student Enrollment	01/01/11
Begin recruitment for Principal	Founding Team	Staff Recruitment	01/01/11
Establish Site Criteria	Founding Team	Facilities	02/01/11
Visit potential school sites	Founding Team	Facilities	03/01/11
Develop comprehensive fundraising plan	Board/Principal/DOO	Development	05/01/11
Generate list of key mailing lists for school leaders to join	DOO	Operations	06/01/11
Begin recruitment for Director of Operations	Founding Team	Staff Recruitment	06/01/11
Order required labor posters	DOO	HR	08/01/11
Determine organizational reporting structure/division of responsibilities (Immediately upon receiving charter)	Principal	Development	09/01/11
Establish calendar and agendas for full Board and committee meetings throughout the year with Board	Founding Team	Board	10/01/11
Hold first Board meeting after Articles of Incorporation are received: pass bylaws, elect board officers	Founding Team	Board	10/01/11
Review Board Handbook, open meeting law, relevant sections of the Charter Schools Act with Board	Founding Team	Board	10/01/11
Begin recruitment of teaching staff	Principal	Staff Recruitment	10/15/11
Finalize corporate by-laws (after receipt of Articles of Incorporation, before first board meeting)	Founding Team	Board	10/15/11
Publicize board meetings (Open Meetings Law)	DOO	Board	10/15/11
Principal training with YWL Network	Principal	C&I	10/30/11
Develop student recruitment plan and timeline	Principal	Student Enrollment	11/01/11
Draft student recruitment materials and send for printing	Principal	Student Enrollment	11/01/11
Observe at excellent charter schools	Principal	C&I	11/15/11
Apply for Federal Employer Identification Number (FEIN) by filing IRS Form SS-4 (requires receipt of AOI)	DOO	Legal	11/15/11
Develop final job descriptions for each position	Principal	Staff Recruitment	12/01/11
Circulate recruitment fliers and school brochures to parents on mailing list, potential feeder schools, churches, organizations, community connectors, etc.	Principal/DOO	Student Enrollment	12/01/11
Refine admissions lottery process	Principal/DOO	Student Enrollment	12/01/11
Finalize student application	Principal/DOO	Student Enrollment	12/01/11
Apply for E-Rate (form 4070)	DOO	Technology	12/01/11

Task	Role	Classification	Due Date
Create state-approved Technology Plan (to apply for E-Rate)	DOO	Technology	12/01/11
Recruit Office Manager	Principal/DOO	Staff Recruitment	12/01/11
Apply for SSF if available	DOO	Development	12/01/11
File Form 1023 w/IRS to obtain tax exempt 501(c)(3) status	DOO	Legal	12/01/11
Review textbooks for rigor, appropriateness, and use	Principal	C&I	12/15/11
Conduct series of community relations visits in school area (inc. visiting with principals, community boards, Boys & Girls clubs, YMCAs, churches, etc.).	Principal	Student Enrollment	12/15/11
Develop plan/talking points for Open Houses	Principal	Student Enrollment	12/15/11
Define administrative roles for start-up year	Principal	HR	01/01/12
Define compensation structure and benefits plans	Principal/DOO	HR	01/01/12
Circulate student recruitment fliers, posters, and school brochures	Principal	Student Enrollment	01/01/12
Process student applications (enter into lottery database)	DOO/OM	Student Enrollment	01/01/12
Identify any necessary facilities renovations	Principal	Facilities	01/01/12
Apply for NYS Exemption certificate: file Form ST-119.2 with bylaws, certificate of incorporation, IRS tax exempt letter, and most recent FY financial report	DOO	Fiscal	01/01/12
Facility space secured and arrange NYSED building visit	Principal	Facilities	01/15/12
Create and document attendance policy	Principal	Operations	01/15/12
Follow up with recipients of recruitment mailings	Principal	Student Enrollment	01/15/12
Compile packet for teacher hires: contract template, health/dental/403(b) benefits overview, tax forms, direct deposit forms	DOO	HR	02/01/12
Develop school logo for any uniform embroidery	Principal/DOO	Operations	02/01/12
Finalize detailed school year calendar (start and end dates, holidays)	Principal/DOO	Operations	02/01/12
Define criteria for teacher/administrator assessment and corresponding evaluation system	Founding Team/Board	HR	02/01/12
Continue holding Open Houses and presenting at key community functions	Principal	Student Enrollment	03/01/12
Define start-up goals with Board	Founding Team	Board	03/01/12
Request BEDS number	DOO	Operations	03/01/12
Apply for State Stimulus Funds: submit application and FS-10 proposed budget form to SED	DOO	Development	03/15/12
Create schedule/systems for family registration	DOO	Student Enrollment	03/15/12
Adapt/ finalize registration forms to send to parents	DOO	Student Enrollment	03/15/12
Schedule post-lottery information sessions	DOO	Student Enrollment	03/15/12

Task	Role	Classification	Due Date
Document each step of the recruitment and lottery process to be prepared for any challenges to legality or fairness	Principal/DOO	Student Enrollment	03/15/12
Develop system for tracking and managing the waitlist	DOO	Student Enrollment	03/15/12
Identify immunization requirements and communicate to parents	DOO	Student Health	03/15/12
Develop and adopt accountability Plan	Board/Principal	Board	03/15/12
Get certificates of insurance listing the school as an additional insured for each new vendor/supplier/distributor	DOO	Insurance	04/01/12
Adopt a code of conduct and dress code in which disruptions, disrespect, threats, fights, sexual harassment, vandalism, weapons, cigarettes, drugs, and alcohol are not tolerated and are dealt with in an expedient manner	DOO	School Safety	04/01/12
Establish contact with RCSD Special Education liaison	DOO	SpEd	04/01/12
Identify students with IEPs and acquire records	DOO	SpEd	04/01/12
Adopt Faculty and Staff Handbooks and incorporate Personnel Policies.	Principal	Staff Orientation	04/01/12
Plan summer teacher orientation (philosophy, curriculum development, etc.)	DOO	Staff Orientation	04/01/12
Conduct lottery	Principal	Student Enrollment	04/01/12
Process student applications (enter into lottery database)	Principal	Student Enrollment	04/01/12
Create school website	DOO	Technology	04/01/12
Configure student information management system	DOO	PowerSchool	04/15/12
Develop/Adopt Student Handbook--ensure that it is consistent with city/state law	DOO	Student Enrollment	04/15/12
Have Board approve compensation structure	Founding Team	Board	05/01/12
Develop plans for after-school hours (tutorial, athletics, arts, etc.)	Principal	C&I	05/01/12
Conduct facility walk-through with NYSED	Principal/DOO	Facilities	05/01/12
Set up accounting systems	DOO	Finance	05/01/12
Solicit quotes for health and dental benefits (and possibly vision) providers	DOO	HR	05/01/12
Set up benefits plan for school	Founding Team/DOO	HR	05/01/12
Create files for each employee (keep a separate file for any disability issues)	DOO	HR	05/01/12
Develop comprehensive list of school start-up supply needs, coded to school budget	DOO	Purchasing	05/01/12
Establish account with School Specialty	DOO	Purchasing	05/01/12
Establish account with Staples	DOO	Purchasing	05/01/12
Create comprehensive Special Education procedures manual, including description of referral process and referral flowchart (reviewed by lawyers).	SpEd Coordinator/DOO	SpEd	05/01/12
Identify internal/external resources for special education services	SpEd Coordinator/DOO	SpEd	05/01/12

Task	Role	Classification	Due Date
Refer students to local CSE for evaluation and then contact CSE to determine dates for evaluation	SpEd Coordinator	SpEd	05/01/12
Develop and evaluate plan for home visits	Principal	Student Enrollment	05/01/12
Ensure all parents who speak a language other than English are informed of all school-related info in a language and format they understand	DOO	Student Enrollment	05/01/12
Send information/forms to admitted students, including: lottery results; most important school calendar dates; orientation dates; immunization requirements, Home Language Questionnaire (HLQ)	DOO	Student Enrollment	05/01/12
Administer LAB-R (Language Assessment Battery-Revised)	DOO	Student Enrollment	05/01/12
Conduct Family Meetings: Placement Testing, Parent Meetings, Policy Overview	DOO	Student Enrollment	05/01/12
Coordinate with nursing/health services coordinator for district (BOCES)	DOO	Student Health	05/01/12
Identify free medical clinics in school community	DOO	Student Health	05/01/12
Review guidelines for nursing services and determine provision of services (review Health Manual)	DOO	Student Health	05/01/12
Review guidelines for provision of food services and research/define options	DOO	Food services	05/01/12
Coordinate with CNS office and register	DOO	Food services	05/01/12
Place all purchase orders for furniture	DOO	Purchasing	05/01/12
Place all purchase orders for computers and software	DOO	Purchasing	05/01/12
Ensure the school has functioning phone, fax, and internet service established	DOO	Technology	05/01/12
Assign meal categories to each student based on parental income levels (immediately after collecting CNS family meal application forms)	DOO	Food services	05/15/12
Contract with uniform provider	DOO	Purchasing	05/15/12
Any necessary renovations complete	DOO	Facilities	05/30/12
Develop professional development plan for year	Principal	C&I	06/01/12
Hire food service vendor	DOO	Food services	06/01/12
Develop final assessment calendar, including formative assessments, states tests, and other	Principal	Assessment	06/01/12
Board adopt student and staff handbooks: Code of Conduct	Founding Team	Board	06/01/12
Board adopt final budget	Principal/DOO	Board	06/01/12
Annual Budget for Board approval	DOO	Finance	06/01/12
Retain an auditing firm to assist with annual audit and mandatory government filings	Board/DOO	Finance	06/01/12
Set up EFT for State funds	DOO	Finance	06/01/12
Send all payroll forms to payroll company	DOO	Finance	06/01/12
Estimate actual cost of serving all students breakfast and lunch	DOO	Food services	06/01/12

<b>Task</b>	<b>Role</b>	<b>Classification</b>	<b>Due Date</b>
Finalize food services contract	DOO	Food services	06/01/12
Setup all students and students in Level 0	DOO	Operations	06/01/12
Place purchase orders for textbooks	DOO	Purchasing	06/01/12
Collect Home Language Questionnaire (HLQ), and other required forms	DOO	Student Enrollment	06/01/12
Create comprehensive IT plan	DOO	Technology	06/01/12
Arrange transportation for days RCSD is closed	DOO	Transportation	06/01/12
Check fire extinguishers	DOO	Facilities	06/01/12
Ensure emergency exit signs are in every room	DOO	Facilities	06/01/12
Ensure all alarms work properly	DOO	Facilities	06/01/12
Contact local police precinct if crossing guards or school zone signage are needed	DOO	Operations	06/15/12
Learn technical requirements for (1) reporting violent or disruptive incidents; (2) reporting child abuse	DOO	School Safety	06/15/12
Enroll all school staff in insurance and benefits	DOO	HR	06/30/12
Apply for Title I, II-A, II-D, III, IV-A, and V-A funding: Consolidated Application and FS-10 proposed budgets	DOO	Development	07/01/12
Conduct facility Health Inspection	Principal/DOO	Facilities	07/01/12
Conduct Fire Inspection	Principal/DOO	Facilities	07/01/12
Install furniture and IT	DOO	Facilities	07/01/12
Coordinate and manage placement of equipment: hooks, bulletin boards, bookcases, etc.	DOO	Facilities	07/01/12
Establish system for monitoring daily student participation in meal services	DOO	Food services	07/01/12
Submit school calendar/daily schedule to food services provider	DOO	Food services	07/01/12
Place school uniform order	DOO	Operations	07/01/12
Print business cards, stationary, letterhead, envelopes	OM	Operations	07/01/12
Set up postal and shipping systems	DOO	Operations	07/01/12
Define how student information system will be used for school processes (contact info, emergency medical, record of conferences, etc.)	DOO	Operations	07/01/12
Place all purchase orders for general office supplies and classroom supplies	DOO/OM	Purchasing	07/01/12
Adopt Project SAVE plan/school safety plan	DOO	School Safety	07/01/12
Submit Project SAVE Plan to SED	DOO	School Safety	07/01/12
Begin IEP meetings	SpEd Coordinator/Principal	SpEd	07/01/12
Coordinate with CSE to facilitate parental consent for services listed in IEP	SpEd Coordinator	SpEd	07/01/12
Obtain admitted student records	DOO/OM	Student Enrollment	07/01/12
Create School Wellness Policy	DOO	Student Health	07/01/12
Create School e-mail distribution lists	OM	Technology	07/01/12
Enter applicable student info for transportation	DOO/OM	Transportation	07/01/12
Process all new employees with SED (fingerprint/background check), ensure documentation is on file at school	DOO	HR	07/01/12
Hire a cleaning company	DOO	Facilities	07/01/12

Task	Role	Classification	Due Date
Train all administrative staff in student information system	DOO	PowerSchool	07/15/12
Finalize preparations for summer staff orientation, including program, materials	Principal	Staff Orientation	07/15/12
Ensure that school's computer network is fully functional: printing, internet, laptops, desktops	DOO/OM	Technology	07/15/12
Verify that bus routes and stops are correct.	DOO/OM	Transportation	07/15/12
Ensure there are working clocks with accurate time throughout the school	DOO	Facilities	08/01/12
Set up school office to prepare for first day (forms for parents, phone message process, mail, mailboxes, bulletin boards, etc.)	OM	Facilities	08/01/12
Set up staff lounge	OM	Facilities	08/01/12
Set up water cooler/ snacks for staff	OM	Facilities	08/01/12
Contact County Health Dept. to request food service inspections	DOO	Food services	08/01/12
Determine path toward State Certification for any teachers who are not yet certified	DOO	HR	08/01/12
Ensure receipt of all employee new hire paperwork	DOO	HR	08/01/12
Ensure all employees have been fingerprinted and that documentation is at school	DOO	HR	08/01/12
Review applicable FERPA and IDEA requirements; maintain a list of staff allowed to access specific student files	DOO	Operations	08/01/12
Host teacher summer planning sessions to orient teachers and develop curriculum	Principal	Operations	08/01/12
Review bus and fire drill protocol	DOO	School Safety	08/01/12
Determine which staff member will assist/observe students with self-medication and the protocol for distribution, consult with nurse on this and see Health Manual	DOO	Student Health	08/01/12
Ensure all students have appropriate immunizations and documentation on file at school.	DOO	Student Health	08/01/12
Ensure that each student who needs medication administered during the school day has a Medication Administration Form on file	DOO	Student Health	08/01/12
Ensure there is an AED (automated external defibrillator) on site	DOO	Student Health	08/01/12
Identify special event transportation services	DOO	Transportation	08/01/12
Submit school calendar/daily schedule to transportation services provider	DOO	Transportation	08/01/12
Re-verify that bus routes and stops are correct. Stop changes requested online.	OM	Transportation	08/01/12
Conduct August orientation session for students and parents	Principal	Student Enrollment	08/15/12
Label all classrooms/offices	DOO	Facilities	08/15/12
Create visitors log/stickers	DOO	Facilities	08/15/12
Create visitors map	DOO	Facilities	08/15/12
Provide set of labeled keys to each faculty member	DOO	Facilities	08/15/12
Hang required labor posters at school	DOO	Facilities	08/15/12

Task	Role	Classification	Due Date
Conduct HR orientation for staff at each school	DOO	HR	08/15/12
Train all teachers in student information system	DOO	Operations	08/15/12
Create schedule for required fire drills during the school year (12 per year, 8 by December 1)	DOO	School Safety	08/15/12
Ensure staff are trained in procedures for: (1) reporting violent or disruptive incidents; (2) reporting child abuse	DOO	School Safety	08/15/12
Designate first-aid responders, post and distribute first-aid procedures	DOO	Student Health	08/15/12
Coordinate staff AED/CPR and First-Aid training	DOO	Student Health	08/15/12
Train staff in use of photocopier and phone system	DOO	Technology	08/15/12
Define arrival and dismissal process	DOO	Transportation	08/15/12
Purchase walkie talkies to communicate between school office and dismissal area	DOO	Transportation	08/15/12
Make calls to parents to prepare them for initial bus challenges	DOO	Transportation	08/15/12
Distribute bus route info to parents	DOO	Transportation	08/15/12
Submit unaudited financials to SED	DOO	Operations	08/30/12
Confirm LEAP (Local Education Agency Program) Data for Grade 3-8 students	DOO	Operations	08/31/12
Order Grade 7 testing materials	DOO	Assessment	09/01/12
Develop the template for report cards/progress reports and determine frequency	Principal/DOO	Assessment	09/01/12
Order NYSESLAT to be administered to ELL students	DOO	Assessment	09/01/12
Present monthly financials to Board	DOO	Board	09/01/12
Appoint school staff members to the Crisis Management Team and organize a calling tree	Principal/DOO	School Safety	09/01/12
Establish special education discipline processes and ensure staff are trained in procedures	Principal/SPED Coordinator	SpEd	09/01/12
Work with nurse and parents to develop an Asthma Action Plan for students previously diagnosed with asthma	DOO	Student Health	09/01/12
Update website with Staff bios	DOO	Technology	09/15/12
Complete collection of Free / Reduced Lunch Forms	DOO	Food services	10/01/12
Submit BEDS (Basic Education Data System) Data 1. Personnel Forms 2. Online School Data Form	DOO	Operations	10/25/12