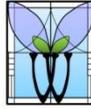


[www.wisteriacharterschool.com](http://www.wisteriacharterschool.com)

## Full Application for a Public Charter School

*Respectfully Submitted to:*  
NYSED Office of Innovative School Models  
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Albany, New York 12234  
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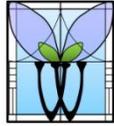
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## Wisteria Charter School

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

Wisteria Charter School is committed to addressing the needs of the whole child, assuring that students realize their own unique capabilities while acknowledging the richness of cultural diversity. Wisteria's curriculum places equal emphasis on a strong academic foundation, cutting-edge artistic expression, socio-cultural development, and attention to the needs of each child. Wisteria Charter School provides an education which engages a child's intellect, imagination, will and unique sense of aesthetics. The true goal of education is to provide a framework through which meaning is created and maintained for the child and has practical and varied applications in society.

Our framework is inspired by the educational studies of Dr. Rudolf Steiner. WCS uniquely melds salient aspects of Waldorf education with the work of Drs. Howard Gardner, Geneva Gay and Gloria Ladson-Billings. At the heart of their invaluable educational research lies the necessity to develop capacities for diverse learning opportunities—that is, to present knowledge to children in a way which incites wonder, enthusiasm, and meaningful understanding. To that end, the inclusion of various cultures and teaching strategies join to utilize the natural world as a canvas for the exploration and actualization of a student's full intellectual potential.

The research-based, time-tested instructional approach expressed by Dr. Rudolf Steiner is at the heart of Wisteria's educational model. Waldorf ideals inspire student inquisition and creativity because classroom activities engage three key areas—the head (thinking), the heart (feeling) and the hands (willing)<sup>1</sup>. Dr. Gardner's theory of **Multiple Intelligences**<sup>2</sup> supports the notion that there are eight major intelligences which influence student volition, academic achievement and social development within the classroom and beyond. It is Gardner's belief that one may best facilitate education through the following intelligences:

- 1) *Linguistic*
- 2) *Logical-Mathematical*
- 3) *Spatial*
- 4) *Bodily-Kinesthetic*
- 5) *Musical*
- 6) *Interpersonal*
- 7) *Intrapersonal*
- 8) *Naturalist*

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<sup>1</sup> Education Towards Freedom: Rudolf Steiner Education: A Survey of the Work of Waldorf Schools Throughout the World by Frans Carlgren, Joan Rudel and Siegfried Rudel (Mar 30, 2009)

<sup>2</sup> Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic, 1983

When engaged in teaching and learning, a wide range of strategies are employed to awaken the various capacities. In so doing, students become lifelong learners, fully engaged in the opportunities presented to them in society.

How a subject is taught is equally important as what is taught, and to whom. Additionally, if multiple intelligences are assumed, then those talents displayed by various racial, ethnic and cultural groups must be considered among the talents to each individual's credit. Teachers serve as facilitators of the learning process, guiding students via experiences, rather than didactic lessons. As a result, children are met in ways that inspire them to think critically, and utilize the many talents that lie dormant within.

A key aspect of Wisteria's curriculum is the focus on developmentally-appropriate learning experiences for its students. Emphasis is placed on exposure to the natural world. The curriculum introduces social sciences and humanities by invoking a sense of wonder in young children. Every moment of the day affords an opportunity to actively engage in academically rigorous, intellectually-stimulating, hands-on learning experiences.

#### ***A Look at WCS Curriculum for Grades K-8***

English Language Arts, Social Studies, Mathematics and Science are taught in 2-4 week blocks during designated "Main Lesson Block" time. Afternoons are utilized for Special Subjects. Every Friday afternoon, the school convenes for a performance in "Community Assembly." Each week, teachers rotate to organize and oversee the weekly gatherings, which further strengthen the school community. Capacities for learning are developed appropriately to allow for sound intellectual growth. "Studio Learning Environments" enrich and allow for experiential teaching and learning.

#### ***Studio Learning Environments:***

- 1) *GREENHOUSE STUDIO- Enhances Science, Mathematics, Health, Art and Phys. Ed.*
- 2) *HANDWORKS STUDIO- Enhances Mathematics, ELA, Foreign Language*
- 3) *MUSIC STUDIO- Enhances ELA, Mathematics, Art and Science*
- 4) *MOVEMENT STUDIO- Enhances Science, Mathematics, Health, Art and Phys. Ed.*

Students are offered real-world experiences within the standard school day by integrating classroom curriculum with practical activities of daily living in a studio environment. This "learn-by-doing" approach is dramatically different from traditional educational settings and is enhanced by our carefully-planned, comprehensive facility and grounds. Teachers serve as instructional leaders and facilitators in student learning. Class time allows for differentiated application and stimulating discussions. Students emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives. The arts-integrated thematic approach to education reinforces a child's deep connection to the natural world and supporting mutual respect for the diversity and each person's ties to the world.

***Kindergarten Highlights:***

Listening comprehension and vocabulary development  
Fundamental reading comprehension and conversation  
Creative free play and rehearsed drama/ puppet plays  
Artistic activities and scientific inquiry-rich outdoor exploration

***Grades 1-3 Highlights:***

Writing, reading, spelling, poetry, drama and grammar  
Diverse folk and fairy tales, fables and legends  
Four-process mathematics in grade 1  
Nature stories, house building, and gardening  
Recorder and strings

***Grades 4-6 Highlights:***

Narrative composition, reading, spelling, grammar, poetry, and drama  
Renaissance Architecture and Design through woodwork  
Native American myths and Eastern Hemisphere study  
Review of 4 processes, fractions, percentage, geometry and physics  
Geography  
Animal and plant studies  
Strings- Violin, and other stringed instruments, chorus and formal music instruction

***Grades 7-8 Highlights:***

Creative writing, Shakespearean drama, poetry, spelling, grammar  
US History, World Biographies and geography  
Mathematics  
Physics, organic and inorganic chemistry, astronomy, and physiology  
Woodwork, Watercolor, Dance

Teachers foster an atmosphere which supports imaginative thought in the early years, which creates a firm foundation for abstract thinking—an aspect that conventional education seems to have lost in recent years. Higher-order thinking skills are generated, affording students the advantage over “one-dimensional” educational ideologies. On a day-to-day basis, a rhythmic schedule is employed. Through repetition, children gain a sense of security and confidence that extends beyond the classroom.

At Wisteria Charter School, our goal is to address the nuances of human existence, which boosts student confidence and self-efficacy. The “whole child” approach allows students to be self-motivated and capable lovers of learning, ready to meet the demands of a global society with confidence, poise and respect for self as well as others.

The learning environment is integral to Wisteria Charter School’s educational approach. Therefore, the physical space at the school will create an atmosphere that inspires awe in each student. The classroom is, in essence, a “second home” for the children. Teachers take care in

ensuring that each sensory item inspires creativity and activates the imagination. Because of the emphasis on free-flowing imaginative processes, activities, toys and games are crafted by hand, often by the teacher and other faculty members.

Materials such as wood, silk, organic cotton, wool are used to support a child's inherent inclination toward the environment. Items are handled with care, and treated with respect, further fostering the notion of "respect for nature." The room may be adorned with natural silks and unfinished woods, gradient pastel colors, which soothe and artistic murals highlighting various flowers or creatures in nature. The environment which emerges is uniquely "eclectic and homey"—allowing all who enter to be swept away into a world of peace and calm. Kindergarteners will utilize large tables for activities and meals. In the grades, the use of size-appropriate desks or tables and comfy seating will take center stage, along with ample board space to peak curiosity and sharpen young attention spans. Student work decorates the classroom walls and corridors to inspire wonder and allow for individual and inspirational beautification.

### **Wisteria Main Lesson Blocks**

Much research has been conducted to illustrate that youngster's ability to absorb and process information is greatest in the morning. Because of this, core content material is introduced during the first 2-3 hours of the day. This is referred to as the "Main Lesson Block." Main lessons are core instructional hours set aside for rich content instruction. The material is skillfully planned and artistically executed, involving movement, song and verse, detailed visual representation, active and engaging repetition, and exemplary content delivery, coming directly from the teacher. Theme-related core content is experiential, allowing for increased opportunities for critical thinking and active student participation. English Language Arts (ELA) and Mathematical skills are reinforced regularly to supplement Main Lessons and allow for content mastery. From day one, classroom teachers establish routine and connect on an inter-personal level with their students. Main Lesson blocks contain segments lasting about 30 minutes in length, and generally follow this rhythmic routine:

#### **Main Lesson Block Daily Rhythm**

- 1) ***Movement and Song***- Often collaborative; activates the "will" and prepares the "thinking" aspect of a child
- 2) ***Review of Previous Material***- awakens thinking and "feeling" related to familiar class content
- 3) ***New Content Material***-Frequently introduced through story-telling; continues to engage student thinking and feeling
- 4) ***Individual Activities***- Often includes work in the student Main Lesson book; allows for independent exploration of material (differentiation), teacher assistance, observation and support; invigorates "will" to achieve, while extending student thinking and feeling

Wisteria's support of developmentally-appropriate curriculum allows teachers to involve "hands, heart, and head" in each lesson, by reinforcing the connections between student volition, emotional connections and intellectual capacity. Learning allows students to

experience and appreciate the complexities of human existence. Wisteria’s diverse student body, including our target population will allow for the incorporation of culturally-inclusive literature and socially-conscious discussion, while exceeding New York State standards.

According to Dr. Geneva Gay, “Culturally responsive teachers understand how conflicts between different work styles may interfere with academic efforts and outcomes, and they understand how to design more communal learning environments<sup>3</sup>.” The Main Lesson block is time for the class to embrace diversity and “settle in” with core content with the love of learning that is seemingly lost in this day and age.

An example of arts-integrated, cross-curricular class activities is presented below to illustrate this unique educational philosophy.

**American Revolution: Grade 7**

| ELA  | Math  | Science  | Social Studies  | Music  | Art   | Physical Education   |
|--|---|--|---|--|---|--|
| <i>Students read and recite the narrative poem, “Paul Revere’s Ride” by Longfellow</i> | <i>Students map the location and measure the distance of Revere’s travels</i> | <i>Cooperatively, students inquire and experience cannonball reactions, in an inorganic chemistry experiment</i> | <i>Students fully engage in content study by creating and performing short skits, and writing responses</i> | <i>In groups, students re-create their own version of “Yankee Doodle” using modern-day terminology</i> | <i>Teacher leads an exploration of historic paper and ink supply. Students recreate in illustration</i> | <i>Continued study of animal structure by forming “galloping” teams for relay races.</i> |

Curriculum development is already underway for WCS. The school’s Founding Group and Advisory Board have collaborated extensively to develop a curriculum framework template to be utilized for curriculum mapping. In addition, the templates will serve as a model for detailed grade-level implementation of daily, weekly and Main Lesson block rotation. Howard Gardner describes the issues which arise through an educator’s desire to reach the as many students, while addressing individual needs. He contends that students have a range of intelligences and learning styles. With that understanding, Wisteria proposes to institute a system of ongoing curriculum development, assessment, re-assessment and evaluation. From this process, future instructional practices will be generated, applied and later, evaluated once again.<sup>4</sup>

**Steps to Curricular Development**

- 1) *Development of Core Teams*
- 2) *Analysis of State and Federal Standards*
- 3) *Generation of Grade-Level Themes*

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<sup>3</sup> Gay, Geneva. “Preparing for Culturally-Responsive Teaching,” *Journal of Teacher Education*, Vol. 53, No. 2, March/April 2002

<sup>4</sup> Smith, Mark, K. “Howard Gardner: Multiple Intelligences and Education,” 2002, 2008. *The Encyclopedia of Informal Education*, <http://www.infed.org/thinkers/gardner.htm>

#### 4) Core Content and Activities Integration

### **B. School Calendar and Daily Schedule**

To promote more fluid collaboration with the Buffalo Public School District, and in keeping with Education Law section 3204(4) Wisteria Charter School will operate on a 180-day academic calendar. School schedules will be in compliance with Education Law 2852(2)(n), by offering additional daily instructional time. Our school day offers regular enrichment periods for ELA and Math, and interdisciplinary content-area blocks are more rigorous than those of traditional elementary schools in the District. The interdisciplinary approach, which utilizes team planning, ensures that all content-areas are afforded with equal and ample instructional time.

### **C. Target Population**

The school's mission and vision are both rooted in the belief that a quality school will prepare students for a successful future only if that school reflects the unique diversity of its location. Wisteria Charter School's curriculum and teaching methods promise to meet the needs of an urban and diverse student body.

| Grades          | Projected Enrollment Table |            |            |            |            |
|-----------------|----------------------------|------------|------------|------------|------------|
|                 | 2012-2013                  | 2013-2014  | 2014-2015  | 2015-2016  | 2017-2018  |
| K               | 25                         | 25         | 25         | 25         | 25         |
| 1 <sup>st</sup> | 25                         | 25         | 25         | 25         | 25         |
| 2 <sup>nd</sup> | 25                         | 25         | 25         | 25         | 25         |
| 3 <sup>rd</sup> | 25                         | 25         | 25         | 25         | 25         |
| 4 <sup>th</sup> | 25                         | 25         | 25         | 25         | 25         |
| 5 <sup>th</sup> |                            | 25         | 25         | 25         | 25         |
| 6 <sup>th</sup> |                            |            | 25         | 25         | 25         |
| 7 <sup>th</sup> |                            |            |            | 25         | 25         |
| 8 <sup>th</sup> |                            |            |            |            | 25         |
| <b>Totals</b>   | <b>125</b>                 | <b>150</b> | <b>175</b> | <b>200</b> | <b>225</b> |

WCS plans to open in the 2012-2013 school year with a total of 125 students equally divided into Kindergarten through Fourth grade. There will be 25 students in each class, and one class per grade level. As noted in the Prospectus, the use of the arts integration in an educational setting has been well-documented as being beneficial to a wide range of learners with differing learning styles. WCS's use of the arts to teach English Language learners, students with special educational needs and multilingual students allows for increased opportunities for teachers and students to explore issues of diversity through visual art, song and poetic verse.

In order to equitably address the needs of each student, and to support teachers in their effort to fully understand each student's strengths and gifts, WCS allows for either two teachers (one regular education and one special education or English as a Second Language teacher) or one teacher and one paraprofessional (Instructional Assistant) to work with each grade level class. Each proceeding school year, a maximum of 25 new Kindergarteners will be added. Classes will

continue to be added as students move up from grade four to eight. Wisteria will cease its growth pattern at that time, making the school a complete K-8 establishment by 2016-2017, and enrolling up to 225 students. In the event of annual attrition, available seats may be filled using the school's wait lists. Students not admitted to the school via lottery or wait list in any given calendar year must reapply annually by the application deadline to be considered for enrollment in the future.

### ***Meaningful, Responsive and Inclusive: Meeting the Needs of WCS's Target Population***

Rudolph Steiner speaks to the necessity of human "connectedness" as a means for personal growth. The Waldorf educational approach illuminates the importance of the "other" as teacher: "People must come closer to one another than they used to be, each becoming an awakener of everyone he meets."<sup>5</sup> Content-area subjects communicate the importance of all students. The opportunities provided through Wisteria support a strong liberal arts education that appropriately develops capacities for learning. People will be drawn to the city environment, top-notch faculty and thoughtful educational programming.

Many educational institutions focus solely on the achievement of the individual. Furthermore, that achievement is often linked primarily with the classroom teacher. As part of Wisteria's seamless flow of information and shared accountability framework, responsibility for one another is integral to the educational process, and the growth and development of healthy children. The school itself shall serve as a meeting place to share knowledge on issues pertaining to diversity and multiculturalism, acceptance and appreciation, and reverence to nature and our own unique gifts. When value is placed on these areas, students love school, feel comfortable, and take pride in their work.

### ***D. Assessment***

Wisteria Charter School is committed to utilizing assessment strategies and any subsequent data in ways that properly influence teaching and learning. Over-reliance on either formative or summative assessment often paints a muddled picture of actual student ability, and therefore lends itself to a false sense of student academic strengths and weaknesses<sup>6</sup>. Here, educators are integral to the successful preparation of curricular materials, presentation to students, administration of assessment, and the collection and analysis of data. School Accountability Reports are not only necessary, but crucial to the academic success of the school. Data reports must be both accurate and informative, thus driving further instructional practices. Throughout the academic year, WCS will take part in diagnostic, formative, interim and summative assessment (defined below).

- *Diagnostic Assessment- Initial assessment of students to generate data for student placement and curriculum development*

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<sup>5</sup> Steiner, R. *Better World Heroes*. Available- <http://www.betterworldheroes.com/pages-s/steiner-quotes.htm>

<sup>6</sup> Ehringhaus, Michael and Garrison, Catherine. "Formative and Summative Assessment in the Classroom." *National Middle School Association*. Available- <http://www.nmsa.org/>

- *Formative Assessment- regular teacher diagnosis of student performance, used to influence curricular instruction*
- *Interim Assessment- Assessments used to evaluate student knowledge and skills to inform decision-making*
- *Summative Assessment- Measures of student performance against a set of standards. Standardized summative assessment is often part of an accountability program.*

**Wisteria Charter School Annual Assessment Calendar**

| <b>Grade Level</b>          | <b>Diagnostic Assessment</b>   | <b>Formative and Interim Assessment</b>   | <b>Summative Assessment</b>   |
|-----------------------------|--------------------------------|---|---|
| <b>Kindergarten</b>         | LAB-R: LEP Determination       | Teacher Observations, Quarterly Narratives, Student "Select" Review/Oral                          | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>Final Portfolios   |
| <b>1<sup>st</sup> Grade</b> | LAB-R: LEP Determination, DRA2 | Teacher Observations, Regular Quizzes, Quarterly Narratives, Student "Select" Review/Oral         | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>Final Portfolios   |
| <b>2<sup>nd</sup> Grade</b> | LAB-R: LEP Determination, DRA2 | Teacher Observations, Regular Quizzes, Quarterly Narratives, Student "Select" Review/Oral/Written | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>Final Portfolios   |
| <b>3<sup>rd</sup> Grade</b> | LAB-R: LEP Determination, DRA2 | Teacher Observations, Regular Quizzes, Quarterly Narratives, Student "Select" Review/Oral/Written | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>NYS ELA Assessment (May)<br>NYS Math Assessment (May)<br>Final Portfolios                                  |
| <b>4<sup>th</sup> Grade</b> | LAB-R: LEP Determination, DRA2 | Teacher Observations, Regular Quizzes, Quarterly Narratives, Student "Select" Review/Oral/Written | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>NYS ELA Assessment (May)<br>NYS Math Assessment (May)<br>NYS Science Assessment (June)<br>Final Portfolios |
| <b>5<sup>th</sup> Grade</b> | New Entrants Only: DRA2        | Teacher Observations, Regular Quizzes, Quarterly Narratives, Student "Select" Review/Oral/Written | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>NYS ELA Assessment (May)<br>NYS Math Assessment (May)<br>Final Portfolios                                  |
| <b>6<sup>th</sup> Grade</b> | New Entrants Only: DRA2        | Teacher Observations, Regular Quizzes, Quarterly Narratives, Student "Select" Review/Oral/Written | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)<br>NYS ELA Assessment (May)<br>NYS Math Assessment (May)<br>Final Portfolios                                  |
| <b>7<sup>th</sup> Grade</b> | New Entrants Only: DRA2        | Teacher Observations, Regular Quizzes, Quarterly  | NYSESLAT: Speaking, Listening, Reading, Writing, Speaking (May)   |

|                             |                         |  |  |
|-----------------------------|-------------------------|--|--|
|                             |                         | Narratives, Student “Select”<br>Review/Oral/Written  | NYS ELA Assessment (May)<br>NYS Math Assessment (May)<br>Final Portfolios  |
| <b>8<sup>th</sup> Grade</b> | New Entrants Only: DRA2 | Teacher Observations,<br>Regular Quizzes, Quarterly<br>Narratives, Student “Select”<br>Review/Oral/Written | NYSESLAT: Speaking, Listening,<br>Reading, Writing, Speaking (May)<br>NYS ELA Assessment (May)<br>NYS Math Assessment (May)<br>NYS Science Assessment (June)<br>Final Portfolios |

***Delivery, Data and Direction: Framework for Closing the Achievement Gap***

According to *The Aspen Institute Education and Society Program and Achieve, Inc.*<sup>7</sup>, State-wide assessment has the largest influence on district-level curriculum content. As such, Wisteria will evaluate key components in our educational infrastructure to ensure that we meet Adequate Yearly Progress (AYP) Accountability standards, as mandated by the No Child Left Behind (NCLB) Act, as well as enrich students educationally in the process.

WCS will evaluate student performance *based on both New York State Standards and Common Core Standards*. These standards will be incorporated into rubrics that will be formulated within the instructional teams, and organized based on each of the Main Lesson Blocks, as outlined in the Wisteria Curriculum Frameworks. Standards not met, will be revisited in a variety of ways, including during student Enrichment periods, during after-school activity time, and one-on-one intensive instruction with WCS’s certified Reading Specialist as needed.

***Diagnostic Assessment***

To provide new information on student ability, and afford teachers an opportunity to strengthen teacher-student relationships and provide ample “get-acquainted” time with each student, Diagnostic reading assessments such as the *Developmental Reading Assessment 2*<sup>®</sup> (DRA2) will be utilized in grades 1-4. A number of literacy skills will be explored and documented, including phonological awareness, letter and word recognition, phonics, and structural analysis<sup>8</sup>. The DRA2 provides valuable information in terms of reading comprehension, not simply word accuracy or fluency. Early in the school year, classroom teachers and instructional assistants will administer and support the collection of this initial data on each student. Test administration will follow Pearson’s guidelines to allow for minimal testing error. At the discretion of the teacher, other student work samples may be requested along with the initial DRA2. In keeping with the school’s mission and pedagogy, a healthy emphasis on portfolio-based assessment will serve as the key for student-centered assessment information.

In addition to the quarterly narratives, observations, and performance evaluations throughout the year, a teacher may choose to administer various CLOZE passages to students for additional

<sup>7</sup> Perie, M., Marion, S., Gong, B., Wurtzel, G. “The Role of Interim Assessments in a Comprehensive System.” Available- <http://www.achieve.org/files/TheRoleofInterimAssessments.pdf>

<sup>8</sup> Beaver, Joetta. Pearson: Developmental Reading Assessment-2<sup>®</sup> Available- <http://www.pearsonschool.com/>

measures. Results on the DRA2 and CLOZE may be used in the WCS initial school referral process to the District Committee for Special Education. Costs associated with this assessment have been accounted for in the school's annual budget.

### ***Quarterly Portfolio Evaluation System- Formative and Summative Assessments***

Performance-based interim assessments will be evaluated by teachers using skillfully-crafted rubrics, which mirror particular grade-level benchmark standards. Because performance tasks require constant critical thinking and active engagement with the curriculum, they serve to enrich the learning experience for both the teacher and the students. Wisteria embraces the notion that learning is social. The subtle interaction between teachers, students and their peers undoubtedly maximizes a student's desire for amiable performance-based results and regularly unlocks hidden potential.

Portfolio assessment is dramatically different from singular assignment completion, collection and grading systems. Portfolio assessment works because students are required to complete, collect and revisit their work prior to receiving a final grade. Amidst teacher conferencing, students make revision to provide definitive proof of self-assessment, reflection and ultimate mastery. Portfolio assessment allows students and teachers a platform for evaluating progress, while encouraging more "student buy-in." Portfolio assessment<sup>9</sup> will provide the clearest impression of student ability, and willingness to complete academic coursework.

Waldorf-inspired "Main Lesson Books" highlight each student's unique intelligences, while allowing for constant assignment differentiation. Student portfolios provide a much-needed connection between teacher instruction, student work product, assessment, and evaluation. WCS believes that in order to effectively engage students in their own achievement, their input is essential in the portfolio review process<sup>10</sup>. Never static in nature, the on-going activities related to creating fewer assignment products of more significance to the students. The portfolios at Wisteria will serve as summative products—the basis for student grading.

On all academic levels, students will "Select" their best work to review with their teacher(s). When a student is able to effectively articulate Teachers will craft detailed narratives providing information that is concise. Meaningful, responsive, and inclusive student narratives will serve as the primary indicators of student achievement, engagement, and ability to meet or exceed both State and Federal learning standards.

Teachers will evaluate student portfolios in each content area. Content-area teachers in grades 7 and 8 review work on a quarterly basis in grade-level teams, where each teacher has the opportunity to present possible strengths and weaknesses, and make recommendations for change.

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<sup>9</sup> *Portfolios*. Campus Writing Program, Dept. of Liberal Arts and International Studies, Colorado School of Mines. 8 Feb. 2006. <<http://www.mines.edu/Academic/lais/wc/wac/gradstrat/portfolios.html>>.

### **Classroom Quarterly and Grade-Level Exit Assessment**

1. Assorted Portfolio Selections (selections chosen and evaluated quarterly)
2. Content-Area Block Performance Assessment (12 blocks per year)
3. Observation-Based Narrative (by class teacher, 12 blocks per year)

### **Term Reports and Exit Standards by Grade Level**

#### **Kindergarten through Grade Six Term Report Key**

| <b>Grading Scale</b> | <b>Alphabetic Symbol</b> | <b>Comments</b>                  |
|----------------------|--------------------------|----------------------------------|
| Outstanding          | O                        | Frequently Exceeds Standard      |
| Good                 | G                        | Meets and Often Exceeds Standard |
| Satisfactory         | S                        | Meets Academic Standard          |
| Needs Improvement    | N                        | Needs More Time to Meet Standard |
| Unsatisfactory       | U                        | Frequently Falls Below Standard  |

Grade Reporting will change in Seventh and Eighth Grade to prepare students and their families for the anticipated transition to the competition associated with traditional High School assessment. Because of this, term reports will take the form of standard “A-F” alphabet grades with “plusses and minuses,” to allow for more descriptive evaluation. A further breakdown of grading into numeric averages will be provided for parents, both on the Community Room Bulletin board, and in the Parent Handbook. This material will not be provided on the student portfolio report because inclusive of the mission and vision of Wisteria Charter School, we encourage and support students in their pursuit of knowledge for intrinsic purpose. Intrinsic motivation drives academic success and promotes lifelong learning.

#### **Grades Seven and Eight Term Report Key**

| <b>Grading Scale</b> | <b>Numeric Equivalent</b> |
|----------------------|---------------------------|
| A+                   | 98% to 100%               |
| A                    | 95% to 97%                |
| A-                   | 91% to 94%                |
| B+                   | 88% to 90%                |
| B                    | 85% to 87%                |
| B-                   | 81% to 84%                |
| C+                   | 78% to 80%                |
| C                    | 75% to 77%                |
| C-                   | 71% to 74%                |
| D+                   | 68% to 70%                |
| D                    | 66% to 69%                |

|    |           |
|----|-----------|
| D- | 65%       |
| F  | Below 65% |

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

A child’s social and intellectual experiences are shaped by his or her educational environment. It is the goal of Wisteria Charter School to initiate and maintain a school climate that is conducive to collaboration, communication and cooperation. When parents, faculty and students work together and reach out to the community-at-large, the network formed through the school is one of trust and understanding. Schools then have the potential to be unifiers, rather than segregators, which is all-too-common in this century. To promote this collaborative force, parents are encouraged to participate in weekly craft sessions in the school’s “Community Room.” Expert “Talks” and workshops held at the school will be marketed beyond the walls of the school to interested volunteers and community members. Just as teachers often desire times and locations for respite, so does our parent-partner community.

Our vision for school climate takes into consideration the goals promoted by the National School Climate Center<sup>11</sup> regarding “Safe and Civil Schools.” Safe and Civil Schools are those that maximize opportunities for social, physical and emotional safety and support, while encouraging a respectful school community of shared accountability. The primary assessment targets to establish and maintain positive school climate are school and community safety, interpersonal relationships, and instruction<sup>12</sup>. By design, whole-child education nurtures these ideals because of routine modeling of desired behaviors in the classroom. Respect for diversity and inclusion further enhance the potential for trust and collaboration on a number of school levels.

In order to foster effective school climate from day one, WCS parents, faculty members and the student body agree to work proactively, and to address school climate issues as they arise. While allowing for reflective and corrective action, WCS will utilize our school-wide *School Climate Organization, Reinforcement and Evaluation (SCORE) Model*:

#### **School Climate Organization, Reinforcement and Evaluation (SCORE) Model**

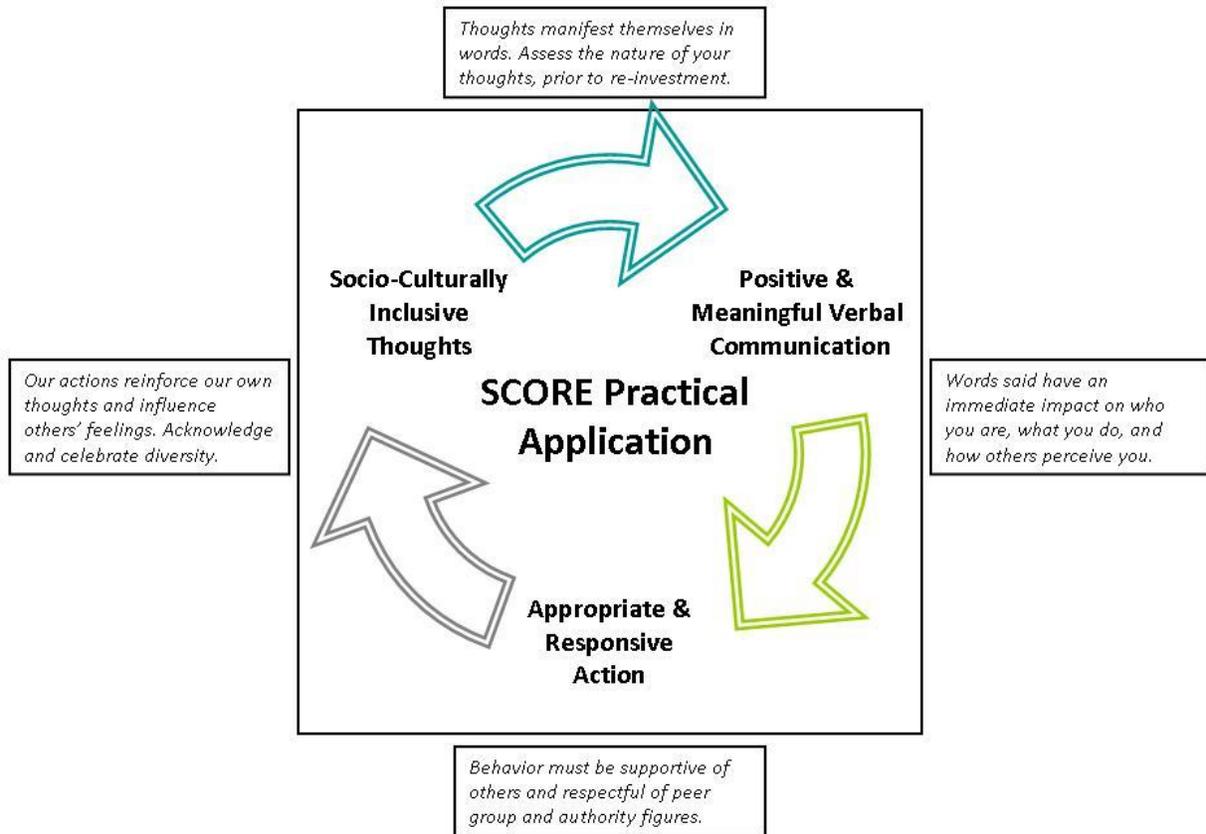
| <b>Phase One:</b><br>Establish Clear Guidelines and Expectations | <b>Phase Two:</b><br>Model and Reinforce Proper Climate    | <b>Phase Three:</b><br>Consistently Evaluate Team Effectiveness       | <b>Phase Four:</b><br>Provide Adequate Feedback                                 | <b>Phase Five:</b><br>Adjust Guidelines Based on Findings                     |
|--|--|---|---|---|
| Not only are Faculty, Staff, Parent, and Student Handbooks made  | Waldorf-inspired teaching environments model and encourage | Inclusive school community engages in open dialogue about strengths & | Chairpersons note deficiencies and designate time for professional development, | School community maintains open-mindedness and coordinates to plan or revisit |

<sup>11</sup> National School Climate Center, Available: <http://www.schoolclimate.org/index.php>

<sup>12</sup> National School Climate Center, Available: <http://www.schoolclimate.org/index.php>

|   |   |   |   |  |
|---|---|---|---|--|
| available, they are pre-viewed by the Board of Directors and Advisory Board | appropriate behaviors, instilling trust, concern, and appreciation for everyone | deficits. Parent Circle, Faculty Council meet with Administrative Committee | reinforcement and reflection. Key phrase is "Self-Assessment" | Guidelines and Expectations of the SCORE Model |
|---|---|---|---|--|

As described in our Prospectus, Waldorf-inspired educational frameworks reduce the instance of disruptive student behaviors requiring disciplinary action. With that said, it is important to note that every school will undoubtedly encounter situations where corrective action is both beneficial to the maintenance of the school environment and an appropriate course of action. The SCORE Referral Process details our timely corrective action protocol to make students both aware of their potential to enact change and strengthen the child's proper formation of reflective thought, empathetic feeling and the will to respond appropriately to the school community. WCS, in keeping with our core beliefs and expected outcomes, will instruct students, faculty and staff using the "SCORE Practical Application" continuum. All members of the school community will be held accountable for promoting the core beliefs expressed in this continuum.



**SCORE Referral Process**

One or more of the following may be enacted, in addition to written documentation in the child's progress portfolio.

- Child may receive additional reminders, not to exceed an amount which the teacher or instructional assistant deems as a disruption to the learning environment
- Where appropriate, the child may be asked to "right" the wrong, do a chore or school service task, miss recess, or write a meaningful response to the action
- Parent or caregiver is contacted for a "phone conference"
- Child receives a written SCORE referral, detailing the incident the Administrative Committee

The school, under the guidance of the Faculty Council Chairperson, Academic Advisor and the Principal, may choose to:

1. Send the child home for the day
2. Order a suspension of one to three days
3. Schedule a SCORE conference, including the involved faculty member, the school Principal and at least 2 additional teachers, along with concerned parents/ caregivers to discuss violation and further action.

Specifics of this program will be included in the parent handbook, to be distributed at the start of the school year. In accordance with New York State Education Law, Section 3214, any violent act as prescribed by law is subject to suspension or other law enforcement action. Any suspension exceeding five days in length entitles that student and his/ her family to a formal hearing. Students with disabilities are entitled to a Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP) if the number of days suspended exceeds 10 suspensions in one year. The Committee for Special Education (CSE) must allow the student to return to school if it is determined that the proposed disruption resulted from his/ her disability.<sup>13</sup> Policies will be noted and described in detail during the pre-enrollment process through educational influence of the Governing Board and Administrative Committee.

### ***Media Policy***

Research supports the belief of WCS that when children engage in "passive" educational activities, they are exposing themselves to unprecedented violence and widespread consumerism. These images have a negative impact on student development, interpersonal relationships, and self-perception. Because of this, we encourage parents to actively engage in activities with their children at home, rather than resort to television, video games, movies, and computers for recreation. A gradual transition to a lifestyle including some media is acceptable as students move into the upper grades, demonstrating more ability to filter negative ideas.

We understand this may present a challenge for some families who may be unaccustomed to limiting widespread media. As a general rule, the following may be applied:

- Limit media use to 1 hour per day or for certain weekend events

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<sup>13</sup> Available- [www.p12.nysed.gov/specialed/publications/policy/section3214.htm](http://www.p12.nysed.gov/specialed/publications/policy/section3214.htm)

- Watch or play on a limited basis with your children, and monitor activities

However, through parent and caregiver education, community meetings, formal and informal discussions, and recreational outings, Wisteria is poised to fully support all families, making the school environment a more friendly and socially-acceptable one.

### ***Dress Code Policy***

Wisteria Charter School considers the well-being of each student of the utmost importance. We strongly advise parents and caregivers to support our efforts at Wisteria Charter School by investing in modest and uncluttered attire—clothing and accessories free from media or advertising images, logos or symbols. Simple clothing free of such images help students properly focus, minimizing distractions that may be counterproductive to the learning environment and the core beliefs we are striving to develop and instill. These simple rules allow for ease of interpretation for students, parents, and teachers and decrease the tendency to debate their consistent enforcement.

In keeping with this, clothing or accessories with any images, wording, symbols, or references to drugs, alcohol, violence, or any apparel deemed prejudicial or otherwise demeaning in nature is strictly prohibited. Having said this, it is essential that parents and caregivers monitor their children and support these ideals on a daily basis. Youngsters, by nature, are searching for meaning and individuality. And while individuality is prized, adults must encourage children to find true and profound happiness within, rather than supporting exterior superficiality. This will avoid the need to “single out” various students. The goal is to validate and affirm the child upon his/ her arrival at school. Parents and caregivers are at the heart of fostering healthy physical, emotional connections and it is everyone’s responsibility to promote the family-like atmosphere and climate of the school.

In order to assure the health and well being of all who attend the school, Wisteria Charter School policy requires that employees and students be free of the smell of smoke, strong perfume or cologne, any other odors during school hours. Some students may be sensitive to the smell of smoke and perfumes, so it is necessary to err on the side of caution.

## ***II. ORGANIZATIONAL PLAN***

### ***A. Governing Body***

#### ***Wisteria's Principal Governing Body-- The Board of Directors***

Leadership within the organization is guided by a Board of Directors (hereafter the Board). The Board serves as Wisteria Charter School's principal governing body and the mechanism by which the mission and direction of the school is ensured and carried forth. Furthermore, the school's pedagogical policy, curriculum, program administration, faculty recruitment and termination, professional development, and student enrollment is overseen by the Board although carried out by the school's staff. Yearly budget planning is conducted by the Board

with the input of the school's Principal, and top financial and programmatic staff.

Most importantly, our goal of authentic and inclusive management is most effectively demonstrated in our Board of Directors, where the Parent Circle and Faculty Council Chairs serve as voting members of the Board. This gives our parents and teachers a tangible opportunity to shape the legal, fiscal, administrative, site development, and fund development activities of the school.

A full scope of the Board's overarching roles and responsibilities are outlined in Wisteria Charter School's By-Laws while the chart below illustrates categories of skill-sets found on our Board.

**Board of Directors**

***Member Names and Job Descriptions***

(A full biographical description of the Board's exemplary skill set is available in the Required Attachment 7 section of the application)

|  |   |
|--|---|
| <b>Educator:</b><br>Jean Caldiero                            | Provides leadership and information in the area of Waldorf inspired instruction, curriculum, State standards, best practices and issues related to education.   |
| <b>Grants &amp; Governmental Relations:</b><br>Sandra Miller | Identifies and guides (the Wisteria Charter School staff and leadership) in the area of public and private grant opportunities. Articulates and clarifies standard procedures for receiving, administering and closing-out of grant dollars. Assists with the liaison of government officials and their counterparts.           |
| <b>Legal:</b><br>Omar Price, Esq.                            | Serves as the school's first point of contact in situations involving all legal, regulatory and policy matters. Evaluates specific situations, and then, instruct members of the Board (as well as Wisteria Staff) on how to proceed, respond, and interact within the school community and with members of the general public. |
| <b>Arts Professional:</b><br>Lauren Tent                     | Serves as the school's creative barometer assisting with the integration of arts into the school's educational experience.  |
| <b>Civic Leader:</b><br>Jessica Bauer                        | Serves as the school's civic champion promoting a positive image of the institution while evaluating if activities engaged in by the Board reinforce the mission of the school.   |
| <b>Finance:</b><br>Michelle Haley,<br>CPA                    | Serves as the school's leader in the area of accounting and record keeping. To inform the Board's decision's on all budgetary issues brought before them.   |
| <b>Philanthropic Community:</b>                              | Serves as the school's primary liaison within the philanthropic community. Provides insight and information regarding local and national philanthropic  |

|  |   |
|--|---|
| Bernard Tolbert  | priorities.   |
| <b>Faculty Council Chair:</b><br>Dana Kemp                           | Serves as the liaison to members of the Faculty Council. Provides the Board with information regarding the issues affecting the school's instructors. This individual is also the Director of Curriculum. |
| <b>Parent Circle Chair:</b><br>To Be Determined (when school starts) | To provide the Board with information regarding the needs of the families of current and potential students of Wisteria Charter School. To serve as a liaison to members of the Parent Circle.            |

***Governance Support and Stability Mechanism-- Wisteria's Board Advisory Committee***

To assist and support the Board of Directors, we have instituted a Board Advisory Committee. This group of professionals spans the scope of specialty fields, which we have deemed, necessary to the effective operation of the school. Although the Board Advisory Committee member has neither a seat nor a vote on the Board of Directors, the Board Advisory Committee provides technical assistance and staffing to the Board of Directors to lessen workloads and to prevent leadership "burn-out."

Also providing support to the Board of Directors is the School Principal. In addition to his or her daily responsibilities the School Principal is the head of the Advisory Committee and is the lead contact and liaison between the Advisory Committee and the Board of Directors. Since the Advisors serve the Board in an unofficial way, the School Principal has the authority to appoint individuals to, and also, remove members from the Advisory Committee.

**Credentials of Board Advisory Committee**

| <b>SPECIALTY FIELD</b> | <b>ADVISOR</b>                              | <b>BACKGROUND</b>   |
|------------------------|---|---|
| <b>Legal</b>           | Anthony Pendergrass, J.D., L.L.M.           | Private Law practice, Candidate for Judge-- Buffalo City Court  |
| <b>Philanthropy</b>    | Allita Steward                              | New York State Council on the Arts Reviewer, Founder 21 <sup>st</sup> Century Fund and 2 <sup>nd</sup> Chance Fund Community Foundation for Greater Buffalo |
| <b>Finance</b>         | Martin Pugliese                             | Vincennes Academy Business Manager (2010) Administrator Tapestry Charter School (2009)  |
| <b>Arts</b>            | Celeste Lawson<br>Melissa Meola<br>Shanahan | Arts Writer for Reuters, Think Twice Creative Radio Show Host<br>BPS Teacher, Torn Space Theatre Company Founder  |

|                        |                                     |   |
|------------------------|-------------------------------------|---|
| <b>Curriculum</b>      | Sue Nill<br>Christine Jones         | Retired BPS Teacher, Art Educator<br>Waldorf Educator at The Rose Garden                    |
| <b>Grants</b>          | Michelle Rudnicki<br>Allita Steward | Buffalo Museum of Science<br>Buffalo Urban Renewal Agency, WNY Minority Media Professionals |
| <b>Human Resources</b> | Antoinette Palmer                   | City of Buffalo Division of Human Resources   |
| <b>Parent Circle</b>   | TBD                                 |   |

***Governance Implementation Leader-- Wisteria's School Principal***

The full staff of WCS is overseen by the School Principal, who supports a wide range of administrative and business matters, including administrative oversight, the carrying out of administrative policies and procedures and day-to-day management. Furthermore, the Principal monitors staff record keeping, fund development and fundraising, admissions procedures and practices, personnel issues and building and site maintenance. The school's Principal reports directly to the Board of Directors and is at the head of the Board Advisory Committee. He or she also has the authority to hire and fire staff with some guidance from Board of Directors. The Principal is has the immediate technical support of the Business Administrator and the Curriculum Director.

***B. Founding Group Composition***

***Application Development Committee***

As stated in Wisteria Charter School's Prospectus, the establishment of WCS comes from the active work of the Application Development Committee. This group was led by Dana Kemp a Waldorf-parent and tenured NYS Certified Teacher who is also the Lead Applicant and Allita Steward, who is a grant writer, urban planner and award winning public outreach specialist.

Assisting in the preparation of the application is Sandra Miller who is the Director of Grants and Governmental Relations for Trocaire College. Sandra researched and evaluated the availability and applicability of public funding sources. Anthony Pendergrass J.D., LL.M., who is a candidate for Buffalo City Court Judge with a private practice in downtown Buffalo, drafted Wisteria's Bylaws as well as its Code of Conduct. The budget for the application was prepared by, accounting instructor and business professional, Michelle Haley and Martin Pugliese who has served as a business management professional at a local charter school. Lastly, the school's curriculum was reviewed and strengthened by two retired public school educators Sue Nill and Jean Caldiero.

***Transitioning the Application Development Committee***

Of the individuals who served on the Application Development Committee four will serve on

the Board of Directors. These Board Members are: Dana Kemp, Sandra Miller, Michelle Haley and Jean Caldiero. The remaining professionals will serve as part of the informal Board Advisory Committee.

Each of the transitioning Application Development Committee members has solid connections to the community that they have pledged to serve. For example three of the four are life-long educators in the Buffalo Public Schools who have spent a majority of their careers in the most culturally diverse sections of the city. The other future board member is intimately involved in philanthropic activities citywide through her work with the Community Foundation for Greater Buffalo and the Junior League of Buffalo.

(Please see Attachments 7, 8 and 9 for more information on the strengths and qualifications of our Board.)

### ***Skill Capacity***

Wisteria Charter School's Board of Directors not only boasts a superior roster of professionals, but it is also supported by a group of advisors that mirrors the quality and integrity of the formal board. Their skill sets and areas of expertise span the gamut of requisite areas for a successful public charter school. Therefore, this Board's commitment coupled with the assistance and insight of its Advisory Committee will ensure the long-term success and viability of the school in every facet of its operation including: the educational program, management of public and private dollars, legal issues, parent/ teacher/ community needs and engagement, facilities planning and of course high-quality arts-integrated, Waldorf-inspired K-8 instruction.

The Board is ethnically and culturally diverse. Every Board member is both professionally astute, and extremely civic minded which is why they were asked to join the Board. To avoid redundancy yet still address Wisteria's capacity we ask that individuals interested in the Board's capacity and skill set review the biographical sketches in the Required Attachments section of the Application submission.

### ***Financial Capacity***

It is clear that a healthy financial base is key to the stability of the school and will be a primary mechanism by which the organization will fulfill its educational mission. Therefore, we are pleased to announce our relationship with KeyBank. Vice President of Philanthropy and Civic Affairs Marie Hare presented Wisteria Charter School with a letter of support demonstrating the bank's belief in and multi-year financial commitment to the mission, goals and design of our school. They will be providing the school with long-term grant support.

Also aiding our venture is the presence of the philanthropic community on our Board of Directors as well as our Advisory Committee. Bernard Tolbert is a current member and Past Chairman of the Statler Foundation and Allita Steward, is a Grant Reviewer for the New York State Council on the Arts.

The depth of the professional experience on our Board is the biggest indicator of its capacity to oversee the effective and responsible management of both public and private funds. Bernard

Tolbert, former Head of the Federal Bureau of Investigations and Sandra Miller former Special Projects Director for the City of Buffalo went above and beyond when fulfilling the obligations entrusted with them in their high-profile public service capacities.

### ***Publicity of Board Meetings and Parental and Staff Involvement in Governance***

As discussed in the prospectus, the school's publicity including that of its Board meetings is ongoing. Journey's End Resettlement organization will provide translation services for all of our correspondences in 12 of the most used languages in the city. In addition, both CAO Head Start as well as Journey's End will communicate important dates and services to the vast populations they serve via newsletter, one-to-one support and group meetings. Both organizations will add additional applicable and available communication mechanisms as they are developed.

Lastly, we have taken great care to include the input of our parents and teachers in the management of the school by granting each group a voting seat on Wisteria's 9-member Board of Directors. When necessary the school may recruitment for new members to join the Board. The Principal, Members of the Board as well as members of the Board Advisory Committee may recommend members to the Board of Directors, however their installment is dependent on a favorable majority vote. The exception to this rule is the installment of a replacement for the Parent Circle representative and the Faculty Council where the Parent Circle Chair is the automatic selection and the Faculty Council is represented by the Curriculum Director who serves as their groups advocate.

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

The school has a simple, rational and practical organizational structure making the school-day flow with ease and interactions among the entire community fixed and stable. While the school's Principal interfaces with office staff and prepares for the administrative aspects of the day, teachers lead their classrooms while school support staff will either be preparing for meals, or creative class specials.

#### ***Job Descriptions***

Please see the Organization Governance Chart in the Required Attachment 10 to follow the chain of command in Wisteria's management structure.

#### **School Principal**

- The School Principal is the top administrator and head of the school operation. He or she reports directly to the Board of Directors and is responsible for carrying out the directives of the Board. The Principal sets the tone for learning and accountability at the school. He or she must be able provide positive leadership, motivate and serve as a role model to both teachers and students. Excellent communication skills are of paramount importance, as the principal must convey a vision for the school and broker buy-in from teachers, students and community members.

The Principal develops yearly campus improvement plans, and work with campus and community members to implement them. They are responsible for setting high curricular standards and meeting state requirements on state standardized tests.

The Principal interprets budgets and prioritizes fiscal needs based on those budgets. The Principal must be familiar with all district, state and federal requirements and ensure that the schools are in compliance with the requirements at all times.

He or she must create a positive school environment and maintain or implement an effective discipline plan to create a safe environment for students and staff. They are responsible for hiring quality teachers and staff members and evaluating them in a fair and unbiased manner.

Two year's experience and a Master's degree from an accredited college or university is required. Waldorf experience and training is plus.

### **Curriculum Director**

The Curriculum Director reports to the School Principal in the management chain. He or she also represents the Faculty Council as its representative on the Board of Directors. The Curriculum Director plans and conducts workshops, conferences and teacher training institutes to introduce new methods and procedures, and to improve the quality of instruction. He or she will be expected to follow trends and best practices in curriculum development and instructional aides and methods, serving as a resource for teachers. He is responsible for researching, evaluating and ordering of new curriculum materials, supplies and equipment. She coordinates curriculum committees and advisory boards to relate curriculum materials to specific subject area and student needs, and to maintain continuity of instruction throughout the district. Curriculum Director will interpret and enforce a school district's adherence to all state and federal education guidelines, regulations and codes. A Master's degree from an accredited college or university is required. Waldorf experience and training is plus.

### **Business Administrator**

- The Business Administrator position is lateral to the Curriculum Director and also reports to the School Principal in the management chain. His or her duties includes keeping records on the operations of the business, prepares reports to share with other managerial staff and assures that the business is in compliance with all of the rules and regulations of its industry. He or she will conduct payroll reconciliation, reporting and benefits. should have studied in the topics of accounting, economics, marketing, finance, human resources and operations creates familiarity with how these departments function within a business. A bachelor's degree in business administration, mathematics or related field is required.

### **C.1. Charter Management Organizations**

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

### **D. Staffing and Human Resources**

We are currently drafting Wisteria's Policy Book for staffing and Human resources issues with Board Member Omar Price and Board Advisor Antoinette Palmer. The final product will incorporate the desires of the entire Board and the properly integrates the school's Code of Conduct and By-laws.

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

#### ***Nondiscrimination in Admissions***

In seeking a pedagogically strong public education for the students served, our enrollment efforts actively recruit a diverse student population. Wisteria Charter School will not discriminate against pupils on the basis of gender, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies, procedures, or any other area as defined by law. As referenced in the Prospectus, with the assistance of our network of related agencies and their corresponding programs, WCS is well suited to serve neighborhoods with increasing numbers of newly resettled school-aged children in a nurturing environment with conscious, intentional, and planned diversification. Our enrollment outreach methods will combat the challenges of poverty and cultural assimilation.

As a public school, the charter school shall not charge tuition. As a public school, WCS will be non-sectarian in its programs, admission policies, employment practices and all other operations. Wisteria's Initial Open Enrollment period and lottery procedure will take place in the spring of the year of enrollment. Prior to opening year one, all prospective New York State students, grades Kindergarten through Four will be given the opportunity to enroll in this free public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment priority will be given as follows:

- Residents of the Buffalo Public School District
- Continuing students at Wisteria Charter School
- Siblings of continuing students (siblings are defined as students who share a legal parent/guardian)

#### ***Timetable & Lottery***

Admission to the school during year one will be open to any kindergarten through fourth grade student residing in the state of New York. Each subsequent year, the school will be open to each of the grades to be served, based on availability. The School will annually set an initial

deadline for application materials and other admission requirements for the following school year. Incoming siblings have a separate application process due to their admission preferences.

After the initial application deadline, a determination will be made whether there are more applicants than openings within specific grade levels. Continuing students may maintain their place at Wisteria if they indicate that they plan to return to the school. After placement of continuing students and incoming siblings, the remaining openings will be determined. If the number of new applicants exceeds the number of openings, a lottery will be held to determine which students are offered spaces. The lottery priorities will follow the admissions priorities listed above.

### ***Lottery Procedures***

The results of the public lottery will be witnessed and parents will be notified of the results. We are committed to making the lottery and enrollment procedures and practices clear and transparent to parents, staff and community. Any applications received after April 1st at 5:00pm EST will be dated and timed. Children listed on these applications will be added to the list for their grade in the order they are received. If openings are available, the children will be given a spot in Wisteria Charter School. If there are no openings, they will be added to the waiting list in the order the application was received. If the waiting list is exhausted, applications and admissions may be done on a rolling basis during the school year.

As openings occur mid-year, families on the waiting list will be contacted regarding the vacancy. They have 5 business days to accept the available opening. If they decline the offer, their name is removed from the waiting list and they must resubmit an intent form the following spring and participate in the stated admission procedures, including a possible lottery. Wisteria Charter School will make final admission decisions and will do so in accordance with its admissions policies and procedures.

To account for annual attrition, WCS will utilize the “backfill” method. That is, offering any available seats in a particular grade to eligible wait-listed applicants in order. Slot availability letters and phone calls will be made to the next available student on the school waiting list and they will have 6 business days from receipt of the slot availability letter, to accept or reject their opportunity to enroll. No response will be counted as a rejection, and the next available applicant will be notified.

### **Parent Agreement**

Each family will be asked to sign a parent agreement, which states the rights and responsibilities of both parties. As part of parental orientation, families will be required to read essential components of the Parent Handbook and other resources, in order to understand and be able to agree to the school's discipline policies, dress code, nutritional guidelines, media policy, health and safety policies, volunteer expectations for parents, and other important information or practices. Significant information is exchanged during the enrollment process in order to build strong school-family partnerships.

Similarly, parents are informed of the importance of staying in the program to completion. Parents are also informed of the differences in Wisteria's curriculum and the curriculum used at other Buffalo schools so that they may make an informed choice before enrolling at Wisteria. Parents are informed that for purposes of Special Education, Wisteria Charter School will jointly develop and implement Individualized Education Programs (IEPs) for its students with special needs, and ensure that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations.

### **Age Guidelines**

The Waldorf-inspired curriculum is carefully based upon the development of the child. While our school is open to all eligible students who wish to enroll, subject only to capacity, the school has adopted a minimum age requirement for enrollment at each grade level. The following age guidelines and requirements for children entering WCS are to be honored: Students entering kindergarten must be age 5 by December 31<sup>st</sup> of the desired year of entrance. The minimum age policy will continue per above "December 31<sup>st</sup> Guideline" throughout the grades.

## **F. Community Involvement**

### **Strength of Community- Community Relationships**

Wisteria Charter School continues to grow in ways that strengthen its ability to provide educational programming, bolstering "Academic Rigor, Artistic Relevance, and Affirmed Relationship." Our knowledgeable and community-oriented Application Development Committee and Founding Board have forged networks with *Journey's End Refugee Resettlement Program*, *Community Action Organization of Erie County/ Head Start*, *the Western New York Book Arts Center*, and *Tiff Farm Nature Preserve*. Executive Director Nathan Hare, Executive Director Molly Short, Print Director Chris Fritton and Director Karen Wallace have provided WCS with a spectrum of financial, programmatic and child-centered resources.

In addition to the wealth of academic relationships formed, our target population needs will benefit from the assistance and support of *Journey's End Refugee Resettlement*. *Journey's End*, the only refugee resettlement organization in the State of New York, will assist Wisteria in providing in-school educational support for English Language Learners. Many of these students are unable to attend traditional schools or public charter schools because of the lack of flexibility in scheduling for ESL classes. *Journey's End* provides a number of academic enrichment programs at local libraries and centers, both evenings and weekends. In addition, they can offer speaking and written translations in 12 languages, provide a wealth of educational resources on the many diverse cultures in the City of Buffalo, and assist with meeting our target demographic. Donna Pepero, Educational Director for *Journey's End*, will serve as a liaison between ELL parents and caregivers. Parents and caregivers will have the opportunity to share their native language skills in our after-school activities program, by immersing students in a new and exciting language or dialect. This exposure from an early age increases student intellect, while making WCS students competitive in the global marketplace. Letters of Support from some of our *Network of Community Relationships* are included

following the narrative.

### ***Parent and Community Member Support***

The active participation of parents and caregivers inside and outside of the classroom is essential in supporting Wisteria's educational program. At minimum, all parents and caregivers are expected to support their child's educational path and promote a healthy learning environment. It is our expectation that parents and caregivers work within school guidelines for communication, student discipline, dress code, and exposure to electronic media. As well, we expect caregivers to encourage the school's curriculum and philosophy outside of the classroom.

A copy of our school's "Parent Partner Principles" will be distributed to parents and caregivers once they have 1) been oriented to Waldorf-inspired education ("Pre-application Parent Forum") and 2) have received an acceptance letter to the school. WCS is proud to join forces with parents, caregivers, and the community at large. We recognize that we are educational "partners" in the success of the school community, and vow to promote, through academic enrichment, after-school activities and family events, our *Parent Partner Principles*:

#### **Parent Partner Principles**

- *Inquire about, learn and embrace the fundamentals of Waldorf-inspired Education.*
- *Communicate with teachers regularly, both with your concerns and your positive comments about what your child is learning.*
- *Create and maintain a home environment that supports school principles.*
- *Assure that children are ready for the elements in proper attire.*
- *Volunteer to assist with special activities such as class field trips, plays and fundraisers.*
- *Assist with school-related tasks like painting, cleaning, decoration and repair.*
- *Let us know if something has changed at home for better or worse. We care.*
- *Provide routine time and space for homework.*
- *Inquire about your child's education in all academic and special subjects.*

We recognize that each caregiver possesses academic, artistic, cultural and professional talents. These gifts are valuable to our prosperity and help the Wisteria Charter School to be a thriving learning environment. In addition to basic levels of involvement, the school relies on its parents to perform jobs such as school maintenance and improvement, clerical duties, fundraising and outreach. There are many ways that parents are welcome to participate in their child's education at school. Some of these include participating in monthly assemblies, volunteering for the after school activity program, helping out in handworks and other special subject classes, sharing special knowledge, assisting with festivals and fairs, preparing school mailings, cleaning up at the school, preparing art supplies, serving on committees and organizing school-fundraising events.

### ***After-Care Program***

Wisteria is excited about its commitment to extend learning opportunities. We plan to offer the following both, subsidized through pledges of support, volunteer partnerships (detailed below) and financial commitments:

- 1) Lower School Chorus (grades 1-4)
- 2) Native Language Immersion Program (all ages)
- 3) Academic Intervention Services (all ages)
- 4) Athletic Intramurals (grades 5-8)
- 5) STEM Recreational Development (all ages)

### ***Levels of Parent Involvement***

Level One: MANDATORY INVOLVEMENT- *Proud Caregiver Partners*

Attendance is mandatory for the following school activities, which average eight (8) hours of involvement.

One (1) class meeting (approximately 1 hour)

Two (2) student portfolio reviews (approximately 30 minutes each)

One (1) "Year-Opening Parent Orientation Workshop" (approximately 2 hours)

One (1) seasonal festival (approximately 2 hours)

\* Please note that these mandatory hours **do not include** any parental visits that may be required to address student academics, behavior and/or class conduct issues. Those hours are also required, but not involved with the terms above. WCS reserves the right to enforce these parent involvement hours in connection with student enrollment at the school.

### **Volunteer Partnership**

To acknowledge and further assist parents serving in key leadership roles for Wisteria Charter School, there will be an aftercare incentive regulation to compensate our volunteer leaders for the commitment of their time and effort and to encourage others to come forward and serve in these roles. Both "Pioneer" and "Prominent" Partners qualify to have 10 hours total per week of Free Aftercare with the following provisions: We request at least one week advance notice, to communicate your aftercare needs to the office; and we reserve the right to turn children away if aftercare is already full with paying children. We require that you log your parent service hours each month on the volunteer management system. For volunteers with multiple children, the total Aftercare hours are per position not per child. Children using Aftercare must be currently enrolled at Wisteria Charter School. We require parents and caregivers of eligible children to agree to and sign our contract terms and agreement.

**Level Two:** *Pioneer Caregiver Partners*

***Seasonal Volunteers- These partners are significantly active in one or more seasonal activities, festivals, fundraisers or schools/ community events.***

These volunteer positions require that you use Aftercare in the allotted time periods only.

Hours not used in any given week cannot carry forward. There is No banking hours for

Aftercare. Aftercare hours are non-transferrable, and may not be redeemed for anyone other than the caregiver's child.

Festival Chairperson (s) (6 weeks before festival \ 1 week after festival)

Large Event Chairperson (s) (8 weeks before Event\ 1 Week after event)

**Level Three: Prominent Caregiver Partners**

***Year Long Volunteers- These partners take long-term active roles in the formation, development and maintenance of various school organizations.***

Aftercare needs for the following volunteers may vary based upon the time of year. Because of this, these volunteers will have a total amount of Aftercare hours to use per year at their discretion. The amount of Aftercare time given is based on 10 hours per week (400 hours per year). We will track the amount of Aftercare time used and suggest you plan your Aftercare time so that you do not run out before the end of the school year. Aftercare hours are non-transferrable, and may not be redeemed for anyone other than the caregiver's child.

- Annual Giving Campaign Chairperson(s)
- Annual Book Sale Coordinator
- Handworks Liaison
- WCS "Parent Circle" Chairperson/Co-chairperson
- WCS Beautification Committee
- Supplemental Outing Coordinator
- "The Vinery" School Store Volunteer
- Gardening Coordinator

We acknowledge that circumstances may not allow some parents to be involved in every school activity to extent that they might wish; therefore Pioneer and Prominent parental partnership is strongly encouraged, although not required.

**"Parent Circle"**

*Parent Circle Mission Statement*

The intentions of the Parent Circle are to support the goals of Wisteria Charter School for our children through parent involvement; to help build and sustain the school community through effective communication with the parent body; and to serve as a liaison between parents and the Board of Directors, Faculty, and school Administration.

The Parent Circle will designate a Parent Circle Chairperson to serve on Wisteria's Board of Directors. Chairperson must report to regular Board meetings during designated meeting times to provide the Board with feedback from Parent Circle meetings.

The Parent Circle ensures that a Festival Branch Liaison, Photography Branch Liaison, and Family Welcome Branch Liaison are available at each grade level. Parent Circle participants are expected to be present to carry out the responsibilities of their position. Any parent who would like to initiate a project or feels there is a need that should be addressed should contact the Parent Circle Chairperson. The Parent Circle includes one of the following representatives from each grade level. Parent Circle members will meet once a month throughout the school year. The meetings are open to any parents who wish to attend.

**Parent Circle Branches**

### **Family Welcome Branch**

The mission of the Family Welcome branch liaison at Wisteria Charter School is to have current parents share their knowledge, experience, and inspiration with incoming families. Through personal connection, the liaison will offer support to a new family for one school year, assisting them through their transition.

### **Festival Branch**

Every special event will have a festival branch liaison to link parent volunteers with the preparation, activity, and clean-up for each festival. The festival branch liaison works with the Seasonal festival coordinator. For events deemed as "Open to the Public," community members are encouraged to attend to ensure the longevity of this educational opportunity.

### **Photography Branch**

The photography branch liaison for each grade level takes pictures of all important class events. The photographer's efforts results in a pictorial history of each class for each year that will be available for the yearbook and any online publications or newsletters. Liaisons may travel with the students as they progress in grade level.

***\*Other "Branches" shall be developed as the school and the Parent Circle progresses.***

## ***F1. Joint Application***

No, Wisteria Charter School **will not** be entering into a joint agreement with another organization.

## ***III. FINANCIAL PLAN***

### ***A1. Charter School Budget and Cash Flow Template***

Please Refer to **Attachment 17- Budget and Cash Flow Template**

### ***A2. Charter School Program (CSP) Planning and Implementation Grant***

**Yes**, Wisteria Charter School intends to apply for a Charter School Planning and Implementation Grant (CSP).

## ***B. Financial Management***

Overseeing school finances are the primary responsibility of the Board, School Principal and Business Administrator. In addition, WCS has budgeted for the employment of a Records Assistant, adding a level of accountability and "checks and balances" within the organization.

WCS will contract the support services of an outside accountant and/ or external auditor, knowledgeable of charter school fiscal soundness. The board shall create a Finance Committee to evaluate finances on a monthly basis, which would include Board members, Principal and the Business Administrator. It may also include a representative from the community of teachers and parents. The Finance Committee shall present to the whole Board at their monthly meeting a report on the status of finances including account statements of cash flow. Changes to programs, staffing or operations due to financial changes should be discussed in committee and presented to the whole Board at their monthly meetings for feedback and action, if required. The whole Board will vote to approve adoption of annual budgets presented by the Finance Committee.

Revenues for the Wisteria Charter School come from four main sources; per pupil revenue from the state, grants, special education, and food service. Per pupil revenue from the state was held to the current level of \$12,005 for all five years of the budget projections. While charter school funding from the state has historically increased from one year to the next, a recent trend to freeze charter school reimbursements and overall cuts in education spending suggests that a more prudent estimate of state funding is close to the current level.

Grants included in the budget include the CSP Planning and Implementation Grant, Statler Foundation Grant and Grants generated by a contracted Grant Writer. While the CSP Planning and Implementation Grant is included in the proposed budget, the school program is sustainable without such funding. Without moneys from this grant, the positions of Program Director and Administrative Assistant would be delayed until year 3 of operations. Also, line-of-credit funding would be utilized more often to avoid month-to-month cash shortages. The school has a verbal commitment from the Statler Foundation for a \$100,000 grant at \$25,000 per year for the first four years of operation. Expenses directly related to those awards are included in classroom supplies, equipment/furniture, staff development and student services. If the Statler Foundation cannot meet that grant commitment, expenses would be reduced or removed from those categories to match the loss of restricted funds. The same is true for the Grant Writer contracted to find additional program funds. We have budgeted for this Grant Writer beginning in year 1, but Grant dollars are not budgeted until year 2 and beyond.

Special Education revenues include money provided by the district for services provided by the Charter School for those students with IEPs and grant money from IDEA, Title I, Title II and Title III. Based on projected enrollment and the expected rate of students with disabilities within the district, we have estimated the revenues from the district for consultant teacher services. We plan on using Buffalo district personnel for speech, OT and PT services. IDEA and Title funds have been budgeted in year 2 and beyond to take into account any lag time between applying and securing such funds.

Funds generated from food services will come from the state and federal government reimbursements to students who qualify for free and reduced price meals as well as point of service sales to students and school employees. The food service program will follow all guidelines for the free and reduced price meal plans offering nutritious balanced meals. The

state food commodities program will also be utilized to help defray the cost of purchasing food supplies. We will employ a full time cook, but will contract with a chef to prepare menus, develop recipes and create production notes. We also hope to use interns for help preparing and serving meals. We may also sell a-la-carte healthy snacks to help counter the high cost of providing food services.

The main expenses for the school are, in order from most to least, personnel services, facility operation and maintenance, school operations and contract services. Personnel services in Budget Year 1 equals 52% of revenues, with 30% of that going to payroll taxes, benefits and retirement. We are still evaluating options for retirement, but for budget purposes we have used the *NYSTRS* (New York State Teacher’s Retirement System) current estimate for expected contribution rate at 11.5%. This system would only include instructional staff and some administrative staff.

Facility operations costs are at 27% of revenues in year 1 and start with a lease agreement which we are currently estimating an annual cost of \$300,000. We are working with a developer who would purchase and make improvements to an existing school structure with approximately 30,000 square feet that has recently been vacated by a Catholic school. We have conservatively estimated our yearly utility costs at \$80,000 in Year 1. We have also included \$60,000 in Year 1 for repair and maintenance. The insurance cost in year 1 of \$24,000 has been estimated with a quote from a professional broker for policies including Workers Comp, Liability, Umbrella, etc.

School operations costs are at 17% of revenues in Year 1 and start with equipment and furniture at \$120,000. We have also estimated the costs for food services in this category at \$60,000, which would include much of the necessary kitchen equipment and appliances needed in a new kitchen. Costs for a new phone system and other technology such as computer hardware, software, network servers, printers, copiers and wiring are also included in school operations costs. Contract services costs are at 4% of revenues in Year 1 and include contracts such as accounting, audit, food services chef, payroll and legal.

### **C. Facility**

Through a series of meetings in the school district with civic leaders, interested parents, educators and the community-at-large, Wisteria’s founding group identified locations meeting the desired criteria expressed during the community input and outreach period. Based on results from our online and paper surveys conducted during the pre-application period and beyond, 100% of respondents “agree” that the location and look of the proposed school was significant in their decision to support and enroll potential students.

*Resetarits Construction and Development Company* assisted in locating several facilities. We have since identified exemplary facility for the school, based upon our specifications, detailed in the chart below:

***Proposed Location for Wisteria Charter School***

**Lot Size: 298 x 250 plus 50 x 200 (1.93 acres)**

*Buildings:*

**2408 Main Street (at Jewett Parkway)**

Church 40,078 sq. ft.

Attached school 16,245 sq. ft.

with 40 car parking

**2456 Main Street**

Two Story 8315 sq. ft.

Gymnasium

The neighborhood, in which the building is sited, is centrally located. Famed architect, Frank Lloyd Wright's Darwin Martin Complex is situated one block away. In addition, the proposed location is within walking distance of Frederick Law Olmsted's Historic Central Park, housing the Buffalo Zoological Gardens. The ideal proximity to these regional assets highlights Wisteria's core values in support of STEM development, scientific inquiry and organic sustainability. It lies at the nexus of two starkly different communities. This contrast supports a diverse student population. The space is near BPS# 54, allowing for ease of District partnerships, including pairings for professional development, annual festivals, and joint community outreach and education.

WCS plans to lease the property from the developer for approximately \$300,000.00 per year. The developer will see to all building improvements and renovations. This building was formerly a school, and includes flexible academic and administrative space. There are approximately 18 rooms, including 3 administrative offices on one end of the building. One of these is ideal for our planned "community room" where Wisteria parents can gather for informal discussions, a spacious library, a full-service kitchen with a flex space dining room/ theater, and a newly-restored gymnasium. There is a large, outdoor blacktop area, and a private outdoor play area, perfect for experiential learning and our anticipated greenhouse structure. The developer has fully assessed the property and ensures handicapped-accessibility prior to occupation. Occupation of the facility on Main Street (at Jewett Parkway) is both viable and financially feasible, as demonstrated in the budget summary.

The location contains two smaller, detached structures which could allow for expansion of programming, which reinforces a "campus-like" close-knit environment. The entire building is already oriented to adequately receive school desks and furniture, as well as storage units for textbooks and supplies. The building and grounds are both aesthetically-pleasing and structurally sound. This combination is ideal for the Waldorf-inspired programming, further emphasizing the importance of form, function and inclusion of the natural world in a student's surroundings.

#### **D. Transportation**

Wisteria Charter School intends to align its annual calendar with that of the Buffalo Public School District. We understand that in keeping with New York State Education Law (Transportation Law § 3635), it is the City of Buffalo's legal responsibility to provide

transportation to students residing in and attending a school within its District. The safe and ethical transportation of school students is both required and enforced by the District:

*“The Board of Education recognizes and assumes the responsibility for all aspects of the transportation of children wherein the health and safety of students are involved, for the Board of Education has a legal obligation to safeguard the welfare of bus-riding children.”<sup>14</sup>”*

As per the district, students are not required to wear set belts on school busses. However, Wisteria highly recommends that parents encourage students to wear safety belts while riding on school busses. The school’s parent handbook will contain a “Transportation Needs Determination” form. Among other items, the form will include a convenient box for parents to check as proof and support of their desire to have children wear safety belts while riding on school busses. Completed forms will be presented to school bus drivers as proof and support.

It is our goal to uphold high safety standards. At the designated pick-up and drop-off location, faculty members will be available to “meet and greet” these students. This provides an additional touchstone to exhibit a positive attitude and serve as a “checkpoint” between school transportation and the educational community. Because of the level of trust the faculty of the school engenders, children are more likely to confide in them, and consequently begin the school day worry-free.

Our students are eligible for Buffalo City School District (BCSD) transportation provided that they live more than one and one-half miles but less than fifteen miles from the school. This regulation applies to Students with Disabilities who may have specific transportation needs. Students in this situation must have transportation needs specified through incoming IEPs, 504 Plans, or other sufficient health or medical documentation. Students who may be accepted into WCS, but reside outside of the school district must apply for transportation from their home districts. All transportation requests to the District must be made prior to April 1<sup>st</sup> of the calendar school year when the transportation is expected to begin. Due to charter school lottery dates, transportation requests should be made prior to acceptance into the school.

Pick-up and drop-off of children is an important part of the day, and the faculty will look forward to meeting and greeting concerned persons at those critical times. In keeping with our commitment to parental involvement, it is our hope that Wisteria Charter School students obtain rides daily from parents or caregivers, or notified responsible friends or family members.

To encourage this level of commitment, we hope to garner parental transportation support from 50% of our parents and caregivers. This will be discussed during the pre-application process, as part of our on-going “Meaningful, Responsive and Inclusive” educational framework. To supplement and encourage increased parental involvement, WCS will encourage volunteers to sign up for carpooling to assist families who may desire additional support in this area. The school Parent Circle Chairperson will initiate an online carpooling network for

interested families, in conjunction with members of the Parent Circle. Parents who have developed strong relationships should participate, as involved parties assume liability. This unique opportunity will continue to support the idea of collective responsibility and community.

For school-sponsored fieldtrips and other outings requiring transportation, the school will utilize appropriate outside transportation via a vendor who holds the necessary types and levels of insurance and permissions. The Lead Applicant has contacted First Student® transportation of Western New York, and received price quotes for such outings. Our school Administrative Committee will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required by the State of New York. Any parent or guardian (or their designee) transporting students in their car to school organized events is required to complete and submit any and all necessary forms and paperwork.

### **E. Food Service**

In accordance with the United States Department of Agriculture (USDA) and the New York State Child Nutrition Program, Wisteria Charter School will participate in the National School Lunch Program and the snack program. Applications for our school meal program will be distributed on or before the first day of school. The child's family will report on income and family size, and a price determination will be made. Meals will be served at no cost for students eligible for free meals (income levels at or below 130% of the poverty level). Reduced price meals will be provided for children with households with incomes above 130 % but at or below 185% of the Federal Poverty level. Eligibility for free or reduced price meals may also be determined based on documentation of participation one or more of the following programs:

1. Federal Food Stamp Program
2. Food Distribution Program on Indian Reservations (FDPIR)
3. Head Start Program
4. Temporary Assistance for Needy Families (TANF)

Reduced price lunches will not exceed \$0.40. The cost of student snack will not exceed \$0.15. Students will be required to pay for school lunch if their family income exceeds 185% of the poverty<sup>15</sup> level. Parents and caregivers of these children may choose to bring their own healthy lunch. The cost of full-priced lunches will be determined, but WCS will work to assure a fair and reasonable price, to encourage participation in a dining-room environment. Students not eligible for free meals may pay in daily, weekly or monthly installments. Arrangements shall be made through the school's Food Service Director.

Food at Wisteria Charter School will be prepared on-site under the direct supervision of our food service manager. WCS is committed to providing high-quality, healthy food service program for its students. The school intends to utilize the high-quality food preparation and service skills of Chef Louis Zanghi, graduate of the Culinary Institute of America (CIA), and a certified executive chef. Chef Zanghi, a Buffalo resident, is the owner and operator of some of

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<sup>15</sup> USDA: Child Nutrition Cluster, 2002. Available-<http://www.doe.k12.ga.us/DMGetDocument.aspx/>

the finest restaurants in Western New York. He has agreed to serve us in a contract capacity to prepare menus and plan for overall student health and well-being through a well-rounded nutrition program sponsored through the New York State Child Nutrition Program Administration.

Wisteria will contract with Mr. Zanghi to orient, educate and serve as skills-acquisition coach to nutrition apprentices sponsored by CAO's Youth Initiative Program. Student participants are young adult interns who have expressed a desire to work in a food service, nutrition or chef position. Apprentices will undergo preliminary screening by the executive director of the CAO program. Screening questions are based on WCS's general "Student Participatory" guidelines. Once initially approved, referrals will be forwarded to Wisteria's Board of Directors for resumé review and particular interest. To support a safe and healthy educational environment, a portion of the final screening will include a criminal background check

The apprentices will report to the school at approximately 7:00 am to initiate preparation of the school-wide snack, consisting of fresh fruits and vegetables, primarily whole grains, and a healthy drink (dairy or non-dairy for dietary restrictions). Following snack preparation, the Food Service Manager will assist and oversee the apprentices in preparing school lunches. Kindergartners will assist in prepping for their meals as part of Wisteria's comprehensive integrated approach to experiential interdisciplinary learning, class community development and wellness education.

The use of food service interns allows for a cost-effective partnership between public schools promoting green and organic lifestyles and the City of Buffalo's wealth of college, university and community relationship opportunities. The knowledge, skill and expertise of Chef Zanghi will afford Wisteria Charter School the chance to enjoy top-notch food, while educating the community about healthy lifestyles.

#### **F. Insurance**

We submitted requests for insurance from a number of companies and have provided the best rates for our employee, program and facility coverage needs Information presented is from a certified School Risk Manager from The Ten Eyck Group of Insurance Agents. Information below represents recommended charter school coverage for operational year one.

**Insurance Estimate- Year 1**

**For: Wisteria Charter School**

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

| Coverage   | Limits          | Premium         |
|--|-----------------|-----------------|
| Business Personal Property (BPP)   | 700,000         |                 |
| Business Income & Extra Expense  | 250,000         |                 |
| Deductible   | 1,000           |                 |
| Coverage Includes: Special Form, Replacement Cost, 100% Coinsurance                                    |                 |                 |
| Equipment Breakdown  | Included        |                 |
| <b>Premium</b>   |                 | <b>\$3,500</b>  |
| <b>Inland Marine</b>   |                 |                 |
| Computerized Equipment   | Included in BPP |                 |
| Hardware/Software  |                 |                 |
| <b>Premium</b>   |                 | <b>Included</b> |
| <b>Crime</b>   |                 |                 |
| Employee Dishonesty  | 100,000         |                 |
| Forgery or Alteration  | 100,000         |                 |
| Scheduled- Business Manager/Treasurer  | 1,000,000       |                 |
| Computer Fraud   | 100,000         |                 |
| Monies & Securities- Inside  | 50,000          |                 |
| Monies & Securities- Outside   | 25,000          |                 |
| Deductible   | 1,000           |                 |
| <b>Premium</b>   |                 | <b>\$750</b>    |
| <b>Automobile</b>  |                 |                 |
| Hired & Non-Owned Liability  | 1,000,000       |                 |
| <b>Premium</b>   |                 | <b>\$300</b>    |
| <b>General Liability</b>   |                 |                 |
| Each Occurrence  | 1,000,000       |                 |
| General Aggregate  | 3,000,000       |                 |
| Personal & Advertising Injury  | 1,000,000       |                 |
| Fire Damage Liability  | 1,000,000       |                 |
| Medical Expense  | 10,000          |                 |
| Employee Benefits Liability  | 1,000,000       |                 |
| Sexual Abuse & Molestation Liability   | 1,000,000       |                 |
| Professional Liability   | 1,000,000       |                 |
| GL Classification (rating)   |                 |                 |
| Exposure: Student Enrollment   | 125             |                 |
| Average Daily Attendance   |                 |                 |
| <b>Premium</b>   |                 | <b>\$4,000</b>  |
| <b>Directors &amp; Officers and Employment Practices Liability including Educators Legal Liability</b> |                 |                 |
| Combined Limit   | 1,000,000       |                 |
| Deductible   | 2,500           |                 |
| <b>Premium</b>   |                 | <b>\$3,000</b>  |

|  |                         |                                  |
|--|-------------------------|----------------------------------|
| <b>Umbrella Liability</b>                      |                         |                                  |
| Each Occurrence                                | 5,000,000               |                                  |
| General Aggregate                              | 5,000,000               |                                  |
| Retained Limit:                                | 10,000                  |                                  |
| Umbrella over the following:                   |                         |                                  |
| Automobile Liability                           | YES                     |                                  |
| General Liability                              | YES                     |                                  |
| Employee Benefits Liability                    | YES                     |                                  |
| Professional Liability                         | YES                     |                                  |
| Abuse and Molestation                          | YES                     |                                  |
| Directors and Officers                         | YES                     |                                  |
| Employment Practices Liability                 | YES                     |                                  |
| <b>Premium</b>                                 |                         | <b>\$3,300</b>                   |
| <b>Workers Compensation</b>                    |                         |                                  |
| Statutory Limits                               | 100,000/500,000/100,000 |                                  |
| Estimated Payroll:                             |                         |                                  |
| 8868- School/Professional & Clerical           | 1,000,000               |                                  |
| 9101- School- All Other                        | 70,000                  |                                  |
| Experience Modification                        | N/A                     |                                  |
| <b>Premium</b>                                 |                         | <b>\$8,500</b>                   |
| <b>New York Statutory Disability</b>           |                         |                                  |
| Statutory Benefit                              | \$170 Max Per Week      |                                  |
| <b>Premium</b>                                 | <b>Annual Rates:</b>    | \$24.60- Male<br>\$53.40- Female |
| <b>Student Accident</b>                        |                         |                                  |
| Accident Medical Expense and/or Dental Expense | 25,000                  |                                  |
| Accidental Death & Dismemberment               | 10,000                  |                                  |
| Benefit Period                                 | 3 Years                 |                                  |
| Type of Coverage                               | Full Excess             |                                  |
| Catastrophic Coverage                          | 1,000,000               |                                  |
| <b>Premium</b>                                 |                         | <b>\$850</b>                     |
| <b>Total Annual Estimated Premium</b>          |                         | <b>\$24,200</b>                  |

**Tentative Timeline for Insurance Coverages**

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

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

The above insurance estimate represents carriers with A-Best ratings. Of the 6 carrier agencies, only one holds an A- rating. Four of the remaining 5 are A, and the remaining agency can ensure A+.

### **G. Pre-Opening Plan**

As presented throughout the application, WCS is situated and ready to implement the required tasks necessary for the success of this high-quality academic institution. The following Pre-opening responsibilities will be handled carefully, efficiently and properly, with the assistance of the Application Development Committee, Board of Directors, Advisory Board, and numerous volunteers.

| <b>TASKS</b>                                | <b>Timeframe</b>        |
|---|-------------------------|
| <b>Curriculum and Instruction</b>           |                         |
| <i>Secure Administrator</i>                 | Spring-Summer 2011      |
| <i>Secure Hiring Team</i>                   | Summer 2011             |
| <i>Interview and Hire Teachers</i>          | Fall 2011               |
| <i>Develop Curriculum</i>                   | Ongoing                 |
| <i>Select Instructional Resources</i>       | Ongoing                 |
| <i>Purchase Academic Materials</i>          | Summer 2012             |
| <i>Enroll Students</i>                      | Spring 2012             |
| <b>Facilities</b>                           |                         |
| <i>Meet with Developers to Review Plans</i> | Spring 2011             |
| <i>Sign Necessary Paperwork</i>             | Ongoing                 |
| <i>Hire Facilities Manager</i>              | Summer 2012             |
| <i>Secure Supplies Storage</i>              | Spring-Summer 2012      |
| <i>Oversee Grounds Development</i>          | Spring-Summer 2012      |
| <i>Initiate Clean- Up/ Prep</i>             | Summer 2012             |
| <b>Business Management</b>                  |                         |
| <i>Review Accounts with Board</i>           | Ongoing                 |
| <i>Establish New Funding Sources</i>        | Ongoing                 |
| <i>Meet with Board and Advisory</i>         | Ongoing                 |
| <i>Interview with NYSED Committee</i>       | Spring 2011             |
| <i>Complete Chartering Process</i>          | Spring-Summer-Fall 2011 |
| <i>Hire Office Staff</i>                    | Spring-Summer 2012      |

### **IV. Table of Required Attachments**

| <b>Attachment Number</b> | <b>Title</b>               |
|--------------------------|----------------------------|
| <b>Attachment 1</b>      | Roster of Key Contacts     |
| <b>Attachment 2</b>      | Certification Statement    |
| <b>Attachment 3</b>      | Sample Daily Schedule      |
| <b>Attachment 4</b>      | Proposed Annual Calendar   |
| <b>Attachment 5</b>      | Proposed Corporate By-laws |
| <b>Attachment 6</b>      | Proposed Code of Ethics    |

|                      |  |
|----------------------|--|
| <b>Attachment 7</b>  | Resumes/CVs of Prospective Founding Group Members                      |
| <b>Attachment 8</b>  | Statement of Assurances  |
| <b>Attachment 9</b>  | Requests for Information from Prospective Charter School Board Members |
| <b>Attachment 10</b> | Organizational Chart   |
| <b>Attachment 11</b> | Key Position Descriptions  |
| <b>Attachment 12</b> | CMO Background Information   |
| <b>Attachment 13</b> | Schools Managed by CMO   |
| <b>Attachment 14</b> | Academic Performance Data from Schools Managed by CMO                  |
| <b>Attachment 15</b> | Summary of CMO's Fiscal Performance for Past Three Years               |
| <b>Attachment 16</b> | Template Service Agreement with CMO                                    |
| <b>Attachment 17</b> | Budget and Cash Flow Template  |
| <b>Exhibit A</b>     | Charter School Program (CSP) Grant Application and Attachments         |



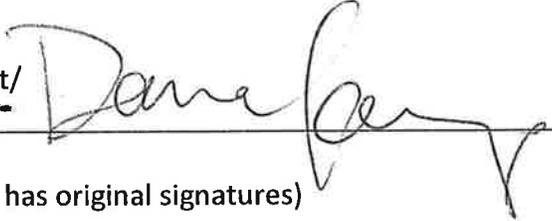
**Attachment 2: Certification Statement**

Proposed Charter School Name Wisteria Charter School

Proposed School Location (District) Buffalo City School District

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

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

Signature of Lead Applicant/  
Authorized Person  Date March 31, 2011

(Please label the copy that has original signatures)

Print/Type Name Dana E. Kemp

Address 1815 Hertel Avenue, Buffalo, New York, 14216-3003

Daytime Phone: (716) 400-3874 Email: dkemp@wisteriacharterschool.org

## Kindergarten Daily Schedule

| Period | Time                  | Monday                                      | Tuesday                                     | Wednesday                                   | Thursday                                    | Friday                                      |
|--------|-----------------------|---|---|---|---|---|
| 0      | 8:20-8:30 am          | Welcome                                     | Welcome                                     | Welcome                                     | Welcome                                     | Welcome                                     |
| 1      | 8:30-9:15 am          | Creative Free Play & Handwork               |
| 2      | 9:16-10:00 am<br>9:50 | Set up/<br>Counting/<br>Structured Activity |
|        | Snack                 |   |   |   |   |   |
| 3      | 10:01-10:45 pm        | Circle Time                                 |
| 4      | 10:46-11:30 pm        | Outdoor<br>Experiential                     | Outdoor<br>Experiential                     | Outdoor<br>Experiential                     | Outdoor<br>Experiential                     | Outdoor<br>Experiential                     |
| 5      | 11:31-12:00 pm        | Drama & Oral Literature                     |
| 6      | 12:01-12:45 pm        | ½-day Dismiss,<br>Lunch/ Clean-up           |
| 7      | 12:46-1:30 pm         | Nap/<br>Independent Reading                 |
| 8      | 1:31- 2:15 pm         | Music                                       | Music                                       | Music                                       | Music                                       | Music                                       |
| 9      | 2:16- 3:00 pm         | Agriculture                                 | Agriculture                                 | Agriculture                                 | Agriculture                                 | Community<br>Assembly                       |

## Grade 1 Daily Schedule

| Period | Time           | Monday  | Tuesday                                       | Wednesday                                     | Thursday                                      | Friday   |
|--------|----------------|---|---|---|---|--|
| 0      | 8:20-8:30 am   | Welcome                                       | Welcome                                       | Welcome                                       | Welcome                                       | Welcome  |
| 1      | 8:30-10:45 am  | ←-----<br>Main Lesson<br>-----→               | ←-----<br>Main Lesson<br>-----→               | Morning Snack<br>Main Lesson<br>-----→        | -----→<br>Main Lesson<br>-----→               | -----→<br>Main Lesson<br>-----→                  |
| 2      | 10:46-11:30 am | Movement                                      | Handwork                                      | Movement                                      | Handwork                                      | Movement   |
| 3      | 11:31-12:15 pm | Enrichment                                    | Enrichment                                    | Enrichment                                    | Enrichment                                    | Enrichment                                       |
| 4      | 12:16-1:15 pm  | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess    |
| 5      | 1:16-1:58 pm   | Modeling, Fairy Tales                         | Singing/ Phonics                              | Modeling, Fairy Tales                         | Singing/ Phonics                              | Modeling, Fairy Tales                            |
| 6      | 1:59-3:00 pm   | Painting, Song, verse                         | Pentatonic Flute, Song, verse                 | Form Drawing, Song, verse                     | Pentatonic Flute, Song, verse                 | Song/ Verse<br><b>Community Assembly (@2:16)</b> |

\* Foreign Language is incorporated into Grades 1, 2, and 3 for Main Lesson. Language instruction takes place from 11:31 am to 12:15 am on rotating basis. (G1- Tuesdays, G2- Thursdays and Fridays, G3- Mondays and Wednesdays)

## Grade 2 Daily Schedule

| Period | Time           | Monday  | Tuesday                                       | Wednesday                                     | Thursday                                      | Friday   |
|--------|----------------|---|---|---|---|--|
| 0      | 8:20-8:30 am   | Welcome                                       | Welcome                                       | Welcome                                       | Welcome                                       | Welcome  |
| 1      | 8:30-10:45 am  | ←-----<br>Main Lesson<br>-----→               | ←-----<br>Main Lesson<br>-----→               | Morning Snack<br>Main Lesson<br>-----→        | -----→<br>Main Lesson<br>-----→               | -----→<br>Main Lesson<br>-----→                  |
| 2      | 10:46-11:30 am | Handwork                                      | Movement                                      | Handwork                                      | Movement                                      | Handwork   |
| 3      | 11:31-12:15 pm | Enrichment                                    | Enrichment                                    | Enrichment                                    | Enrichment                                    | Enrichment                                       |
| 4      | 12:16-1:15 pm  | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Recess    |
| 5      | 1:16-1:58 pm   | Singing                                       | Modeling,<br>Nature stories                   | Singing                                       | Modeling, Nature stories                      | Singing  |
| 6      | 1:59-3:00 pm   | Form Drawing,<br>Song, verse                  | Pentatonic Flute,<br>Song, verse              | Form Drawing,<br>Song, verse                  | Pentatonic Flute,<br>Song, verse              | Song/ Verse<br><b>Community Assembly</b> (@2:16) |

\* Foreign Language is incorporated into Grades 1, 2, and 3 for Main Lesson. Language instruction takes place from 11:31 am to 12:15 am on rotating basis. (G1- Tuesdays, G2- Thursdays and Fridays, G3- Mondays and Wednesdays)

## Grade 3 Daily Schedule

| Period | Time           | Monday                                       | Tuesday                                      | Wednesday                                    | Thursday                                     | Friday   |
|--------|----------------|--|--|--|--|--|
| 0      | 8:20-8:30 am   | Welcome                                      | Welcome                                      | Welcome                                      | Welcome                                      | Welcome  |
| 1      | 8:30-10:45 am  | ←-----<br>Main Lesson<br>-----→              | ←-----<br>Main Lesson<br>-----→              | Morning Snack<br>Main Lesson<br>-----→       | -----→<br>Main Lesson<br>-----→              | -----→<br>Main Lesson<br>-----→                      |
| 2      | 10:46-11:30 am | Building                                     | Enrichment                                   | Enrichment                                   | Enrichment                                   | Handwork   |
| 3      | 11:31-12:15 pm | Enrichment                                   | Movement                                     | Enrichment                                   | Movement                                     | Handwork   |
| 4      | 12:16-1:15 pm  | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games         |
| 5      | 1:16-1:58 pm   | Recorder                                     | Form Drawing                                 | Recorder                                     | Form Drawing                                 | Building   |
| 6      | 1:59-3:00 pm   | Form Drawing,<br>Song, verse                 | Suzuki, Song,<br>verse                       | Form Drawing,<br>Song, verse                 | Suzuki, Song,<br>verse                       | Song/ Verse<br><b>Community<br/>Assembly (@2:16)</b> |

\* Foreign Language is incorporated into Grades 1, 2, and 3 for Main Lesson. Language instruction takes place from 11:31 am to 12:15 am on rotating basis. (G1- Tuesdays, G2- Thursdays and Fridays, G3- Mondays and Wednesdays)

## SAMPLE Grade 3 ESL Daily Schedule

| Period | Time           | Monday                                       | Tuesday                                      | Wednesday                                    | Thursday                                     | Friday   |
|--------|----------------|--|--|--|--|--|
| 0      | 8:20-8:30 am   | Welcome                                      | Welcome                                      | Welcome                                      | Welcome                                      | Welcome  |
| 1      | 8:30-10:45 am  | ←-----<br>Main Lesson<br>-----→              | ←-----<br>Main Lesson<br>-----→              | Morning Snack<br>Main Lesson<br>-----→       | -----→<br>Main Lesson<br>-----→              | -----→<br>Main Lesson<br>-----→                  |
| 2      | 10:46-11:30 am | Building                                     | Enrichment                                   | Enrichment                                   | Enrichment                                   | Handwork   |
| 3      | 11:31-12:15    | Enrichment                                   | Movement                                     | Enrichment                                   | Movement                                     | Handwork   |
| 4      | 12:16-1:15 pm  | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games | 12:16-12:44-<br>Lunch<br>12:45-1:15<br>Games     |
| 5      | 1:16-1:58 pm   | Recorder                                     | Form Drawing                                 | Recorder                                     | Form Drawing                                 | Building   |
| 6      | 1:59-3:00 pm   | Begins @ 1:39 Form Drawing, Song, verse      | Begins @ 1:39 Suzuki, Song, verse            | Form Drawing, Song, verse                    | Suzuki, Song, verse                          | Song/ Verse<br><b>Community Assembly (@2:16)</b> |

\* Foreign Language is incorporated into Grades 1, 2, and 3 for Main Lesson. Language instruction takes place from 11:31 am to 12:15 am on rotating basis. (G1- Tuesdays, G2- Thursdays and Fridays, G3- Mondays and Wednesdays)

\*\* Shaded areas represent possible schedule adaptations for an ESL intermediate student needing 2 periods of ESL daily.

## Grade 5 Daily Schedule

| Period | Time           | Monday                                    | Tuesday                                   | Wednesday                                 | Thursday                                  | Friday                                    |
|--------|----------------|---|---|---|---|---|
| 0      | 8:20-8:30 am   | Welcome                                   | Welcome                                   | Welcome                                   | Welcome                                   | Welcome                                   |
| 1      | 8:30-11:00 am  | ←-----<br>Main Lesson<br>-----→           | ←-----<br>Main Lesson<br>-----→           | Morning Snack<br>Main Lesson<br>-----→    | -----→<br>Main Lesson<br>-----→           | -----→<br>Main Lesson<br>-----→           |
| 2      | 11:01-12:00 am | 11:01-11:30 Lunch<br>11:31-12:00 Phys. Ed |
| 3      | 12:01-12:45 pm | Art, Song, verse                          | Form Drawing, Song, verse                 | Calligraphy, verse                        | Form Drawing, Song, verse                 | Art, Song, verse                          |
| 4      | 12:46-1:30 pm  | Foreign Language                          | Movement                                  | Foreign Language                          | Movement                                  | Suzuki                                    |
| 5      | 1:31-2:15 pm   | Art                                       | Enrichment                                | Enrichment                                | Enrichment                                | Suzuki                                    |
| 6      | 2:16-3:00 pm   | Enrichment, verse                         | Art, verse                                | Form Drawing, Song, verse                 | Suzuki, verse                             | Community Assembly                        |

## Grade 6 Daily Schedule

| <b>Period</b> | <b>Time</b>    | <b>Monday</b>                               | <b>Tuesday</b>                              | <b>Wednesday</b>                            | <b>Thursday</b>                             | <b>Friday</b>                               |
|---------------|----------------|---|---|---|---|---|
| 0             | 8:20-8:30 am   | Welcome                                     | Welcome                                     | Welcome                                     | Welcome                                     | Welcome                                     |
| 1             | 8:30-11:00 am  | ←-----→<br>Main Lesson                      | ←-----→<br>Main Lesson                      | Morning Snack<br>Main Lesson                | -----→<br>Main Lesson                       | -----→<br>Main Lesson                       |
| 2             | 11:01-12:00 am | 11:01-11:30 Lunch<br>11:31-12:00 Enrichment |
| 3             | 12:01-12:45 pm | Foreign Language<br>Movement                | Foreign Language<br>Suzuki                  | Foreign Language<br>Art                     | Chorus<br>Music                             | Phys. Ed<br>Art                             |
| 4             | 12:46-1:30 pm  |   |   |   |   |   |
| 5             | 1:31-2:15 pm   | Phys. Ed                                    | Music                                       | Phys. Ed                                    | Movement                                    | Art   |
| 6             | 2:16-3:00 pm   | Suzuki, verse                               | Art, Song, verse                            | Suzuki, verse                               | Calligraphy, Song, verse                    | Community Assembly                          |

## Grade 7 Daily Schedule

| Period | Time           | Monday   | Tuesday  | Wednesday   | Thursday   | Friday   |
|--------|----------------|--|--|---|--|--|
| 0      | 8:20-8:30 am   | Welcome  | Welcome  | Welcome   | Welcome  | Welcome  |
| 1      | 8:30-11:30 am  | ←-----<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | ←-----<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | Morning Snack<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | -----→<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | -----→<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY |
| 2      | 11:31-12:15 pm | Violin or Art  | Viola or Chorus  | Cello and Bass or Art   | Percussion or Chorus                                   | Group Orchestra (7 <sup>th</sup> & 8 <sup>th</sup> )   |
| 3      | 12:16-1:15 pm  | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports                | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         |
| 4      | 1:16-1:58 pm   | Enrichment   | Enrichment   | Enrichment  | Enrichment   | Enrichment   |
| 5      | 1:59-2:29 pm   | Foreign Language                                       | Dance  | Foreign Language  | Dance  | Chorus/ Music Ensemble                                 |
| 6      | 2:30-3:00 pm   | Foreign Language & verse                               | Music  | Foreign Language & verse                                      | Music  | Community Assembly                                     |

## Grade 8 Daily schedule

| Period | Time           | Monday   | Tuesday  | Wednesday   | Thursday   | Friday   |
|--------|----------------|--|--|---|--|--|
| 0      | 8:20-8:30 am   | Welcome  | Welcome  | Welcome   | Welcome  | Welcome  |
| 1      | 8:30-11:30 am  | ←-----<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | ←-----<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | Morning Snack<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | -----→<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY | -----→<br>Main Lesson<br>-----→<br>GROUP/OUTDOOR STUDY |
| 2      | 11:31-12:15 pm | Violin or Technology                                   | Viola or Art   | Cello or Technology   | Bass or Art  | Group Orchestra (7 <sup>th</sup> & 8 <sup>th</sup> )   |
| 3      | 12:16-1:15 pm  | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports                | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         | 11:46-12:15-<br>Lunch<br>12:16-12:45<br>Sports         |
| 4      | 1:16-1:58 pm   | ELA & Math Enrichment                                  | Enrichment/Technology                                  | Enrichment  | Enrichment/Technology                                  | ELA & Math Enrichment                                  |
| 5      | 1:59-2:29 pm   | Dance  | Foreign Language                                       | Music   | Foreign Language                                       | Chorus/ Music Ensemble                                 |
| 6      | 2:30-3:00 pm   | Music  | Foreign Language & verse                               | Dance & verse   | Foreign Language & verse                               | Community Assembly                                     |

# Wisteria Charter School Academic Calendar 2012-2013



Legal Holiday- No School



Vacation Day- No School



WCS Parent Conference Days



Early Release Day



WCS Activity/ Event



First/ Last Day of School

Total Number of School Days-183

| August 2012   |     |     |     |     |     |     |
|---------------|-----|-----|-----|-----|-----|-----|
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               |     |     | 1   | 2   | 3   | 4   |
| 5             | 6   | 7   | 8   | 9   | 10  | 11  |
| 12            | 13  | 14  | 15  | 16  | 17  | 18  |
| 19            | 20  | 21  | 22  | 23  | 24  | 25  |
| 26            | 27  | 28  | 29  | 30  | 31  |     |
| October 2012  |     |     |     |     |     |     |
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               | 1   | 2   | 3   | 4   | 5   | 6   |
| 7             | X   | 9   | 10  | 11  | 12  | 13  |
| 14            | 15  | 16  | 17  | 18  | 19  | 20  |
| 21            | 22  | 23  | 24  | 25  | 26  | 27  |
| 28            | 29  | 30  | 31  |     |     |     |
| December 2012 |     |     |     |     |     |     |
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               |     |     |     |     |     | 1   |
| 2             | 3   | 4   | 5   | 6   | 7   | 8   |
| 9             | 10  | 11  | 12  | 13  | 14  | 15  |
| 16            | 17  | 18  | 19  | 20  | 21  | 22  |
| 23            | X   | X   | X   | X   | X   | 29  |
| 30            | X   |     |     |     |     |     |
| February 2013 |     |     |     |     |     |     |
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               |     |     |     |     | 1   | 2   |
| 3             | 4   | 5   | 6   | 7   | 8   | 9   |
| 10            | 11  | 12  | 13  | 14  | 15  | 16  |
| 17            | 18  | 19  | 20  | 21  | 22  | 23  |
| 24            | 25  | 26  | 27  | 28  |     |     |
| April 2013    |     |     |     |     |     |     |
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               | X   | X   | X   | X   | X   | 6   |
| 7             | 8   | 9   | 10  | 11  | 12  | 13  |
| 14            | 15  | 16  | 17  | 18  | 19  | 20  |
| 21            | 22  | 23  | 24  | 25  | 26  | 27  |
| 28            | 29  | 30  |     |     |     |     |
| June 2013     |     |     |     |     |     |     |
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               |     |     |     |     |     | 1   |
| 2             | 3   | 4   | 5   | 6   | 7   | 8   |
| 9             | 10  | 11  | 12  | 13  | 14  | 15  |
| 16            | 17  | 18  | 19  | 20  | 21  | 22  |
| 23            | 24  | 25  | 26  | 27  | 28  | 29  |
| 30            |     |     |     |     |     |     |

**August**  
6-10- Optional Curric. Dev. Days

**October**  
8-Columbus Day  
10-Early Release  
19-Fall Festival

**December**  
12-Early Release  
24-Jan.1- Winter Recess  
21-Winter Festival

**February**  
13-Early Release  
18-Prisen't Day

**April**  
1-5- Spring Recess  
10-Early Release  
12-13- Conference Days

**June**  
12-Early Release  
12- Conference Day  
13- Last Day of School  
14- Staff Report

| September 2012 |     |     |     |     |     |     |
|----------------|-----|-----|-----|-----|-----|-----|
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
|                |     |     |     |     |     | 1   |
| 2              | X   | 3   | 4   | 6   | 7   | 8   |
| 9              | 10  | 11  | 12  | 13  | 14  | 15  |
| 16             | 17  | 18  | 19  | 20  | 21  | 22  |
| 23             | 24  | 25  | 26  | 27  | 28  | 29  |
| 30             |     |     |     |     |     |     |
| November 2012  |     |     |     |     |     |     |
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
|                |     |     |     | 1   | 2   | 3   |
| 4              | 5   | 6   | 7   | 8   | 9   | 10  |
| 11             | X   | 13  | 14  | 15  | 16  | 17  |
| 18             | 19  | 20  | 21  | 22  | 23  | 24  |
| 25             | 26  | 27  | 28  | 29  | 30  |     |
| January 2013   |     |     |     |     |     |     |
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
|                |     | 1   | 2   | 3   | 4   | 5   |
| 6              | 7   | 8   | 9   | 10  | 11  | 12  |
| 13             | 14  | 15  | 16  | 17  | 18  | 19  |
| 20             | X   | 22  | 23  | 24  | 25  | 26  |
| 27             | 28  | 29  | 30  | 31  |     |     |
| March 2013     |     |     |     |     |     |     |
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
|                |     |     |     |     | 1   | 2   |
| 3              | 4   | 5   | 6   | 7   | 8   | 9   |
| 10             | 11  | 12  | 13  | 14  | 15  | 16  |
| 17             | 18  | 19  | 20  | 21  | 22  | 23  |
| 24             | 25  | 26  | 27  | 28  | 29  | 30  |
| 31             |     |     |     |     |     |     |
| May 2013       |     |     |     |     |     |     |
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
|                |     |     | 1   | 2   | 3   | 4   |
| 5              | 6   | 7   | 8   | 9   | 10  | 11  |
| 12             | 13  | 14  | 15  | 16  | 17  | 18  |
| 19             | 20  | 21  | 22  | 23  | 24  | 25  |
| 26             | X   | 28  | 29  | 30  | 31  |     |
| July 2013      |     |     |     |     |     |     |
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
|                | 1   | 2   | 3   | 4   | 5   | 6   |
| 7              | 8   | 9   | 10  | 11  | 12  | 13  |
| 14             | 15  | 16  | 17  | 18  | 19  | 20  |
| 21             | 22  | 23  | 24  | 25  | 26  | 27  |
| 28             | 29  | 30  |     |     |     |     |

**September**  
3-Labor Day  
4-Staff Report  
5-First Day

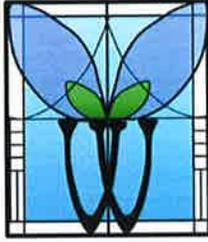
**November**  
7-Early Release  
12-Veteran's Day  
16-17- 1<sup>st</sup> Term Conferences  
22-23- Thanksgiving Holiday

**January**  
1-New Year's Day  
9-Early Release  
21- MLK Day  
25-26- Conference Days

**March**  
13-Early Release

**May**  
3-Spring Festival  
8- Early Release  
27- Memorial Day

**July**  
4- Independence Day



**BYLAWS  
OF  
WISTERIA CHARTER SCHOOL**

**ARTICLE I  
NAME**

The name of this corporation is Wisteria Charter School.

**ARTICLE II  
APPLICABLE LAW**

**Section 1. Public School.** Wisteria Charter School is a charter school as defined by the New York State Charter School Act, Article 56, of the Education Law. Except as otherwise provided by New York State's Education Law, the Corporation is an independent and autonomous public school.

**Section 2. Not for Profit Corporation Status.** Pursuant to the applicable provisions of New York State Education Law and Not for Profit Law, Wisteria Charter School is a Type B, non-membership corporation.

**Section 3. Governing Law.** These bylaws shall be governed by, subject to and construed under the laws of the State of New York without regard to its conflict of laws provisions.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSE**

The purpose of this corporation is to do all things legally permissible to manage, operate, guide, direct, and promote the Wisteria Charter School. The corporation shall conduct itself and its activities in accordance with the provisions of section 501 (c) (3) of the Internal Revenue Code, which provides for tax exempt status to the corporation, or Federal Income.

**ARTICLE IV  
MEETINGS**

**Section 1. Annual Meeting.** An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

**Section 2. Special Meeting.** Special meetings may be requested by the Presidents or the Board of Directors.

**Section 3. Notice.** Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 10 days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid. In addition to the notice requirements set forth above, the public is to receive notice of any and all meetings of the Board of Directors, committees of the Board of Directors, or subcommittees of the Board of Directors, in conformity with New York State's Open Meetings Law. The provisions of the Open Meetings Law pertaining to public notice shall prevail to the extent there is a conflict between the Open Meetings Law and the provisions of these Bylaws.

**Section 4. Place of Meeting.** Meetings shall be held at the corporation's principal place of business unless otherwise stated in the notice.

**Section 5. Quorum.** A majority of the directors shall constitute a quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors result in representation of less than a quorum.

## **ARTICLE V DIRECTORS**

**Section 1. General Powers.** The corporation's activities and affairs shall be managed, and all corporation power shall be exercised, by or under the direction of the Board of Directors.

**Section 2. Specific Powers.** The Board of Directors shall have the power to:

- a. Appoint and remove, with or without cause, all officers, agents, and employees; prescribe powers and duties for all officers, agents, and employees; fix their compensation; and require of them faithful service.
- b. Borrow money and incur indebtedness on behalf of the corporation, and cause to be executed and delivered for the corporation's purposes, in the corporation's name,

promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- c. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates

**Section 3. Number of Directors.** The corporation shall be managed by a Board of Directors consisting of nine (9) directors, one of which shall be a Parent Circle Chair, one of which shall be the Faculty Council Chair.

**Section 4. Election and Term of Office.** The directors shall be elected at the annual meeting. Each director shall serve a term of two (2) years, or until a successor has been elected and qualified.

**Section 5. Quorum.** A majority of directors shall constitute a quorum.

**Section 6. Interested Persons/Adverse Interest.** An interested person is a (any) person compensated by the corporation for services rendered to it within a previous 12 month period, or a (any) person related to such a person within a sixth of a degree, or any person having a child that is enrolled at and attend Wisteria Charter School. However, in the determination of a quorum of the directors, or in voting, the adverse interest of a director shall not disqualify the director or invalidate his or her vote.

**Section 7. Regular Meeting.** The Board of Directors shall meet at least once per month; the Board of Directors may further provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

**Section 8. Special Meeting.** Special meetings may be requested by the Chairperson, Vice-Chairperson, or any two directors by providing five days' written notice by ordinary United States mail, effective when mailed.

**Section 9. Informal Action.** Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken without a meeting if a consent in writing setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be.

**Section 10. Removal/Vacancies.** A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal, or any other cause, may be filled by the remaining directors. A person selected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

**Section 11. Committees.** To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

## **ARTICLE VI OFFICERS**

**Section 1. Number of Officer.** The Board of Directors shall, at its annual meeting, elect from among its members a Chairperson, Vice-Chairperson, Secretary, and Treasurer. The responsibilities of the officers shall be as follows:

- a. **Chairperson of the Board.** If a Chairperson of the Board of Directors is elected, he or she shall preside at the Board of Director's meetings and shall exercise and perform such other powers and duties that may be assigned to him from time to time by the Board of Directors. If there is no President, the Chairperson of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairperson of the Board of Directors is elected, there shall be a Vice-Chairperson of the Board of Directors. In the absence of the Chairperson, the Vice-Chairperson shall preside at the meetings of the Board of Directors, and shall exercise and perform such other powers and duties as the Board of Directors may assign to him or her from time to time.
- b. **Vice-Chairperson.** In the absence of the Chairperson, the Vice-Chairperson shall preside at the meetings of the Board of Directors, and shall exercise and perform such other powers and duties as the Board of Directors may assign to him or her from time to time. In case of a vacancy in the office of the Chairperson, the Vice-Chairperson shall assume the office of the Chairperson.
- c. **Secretary.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized: the notice give; and the names of the Directors present at Board of Director and committee's meetings. The Secretary shall keep, or cause to be kept, at the corporation's principal place of business, a copy of the corporation's articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors may from time to time assign or as may be required by these bylaws.

- d. **Treasurer.** The Treasurer shall have care and custody of all monies of the Corporation and deposit same in the name of the Corporation in the depository or depositories selected by the Board of Directors from time to time; shall disburse said monies as time to time directed by the Board of Directors; shall keep accurate records of all receipts and disbursements and provide to the Chairperson of the Board of Directors an itemized statement of his or her accounts at each meeting of the members of the Board of Director; and shall perform all other duties incident to the office of the Treasurer and shall perform such other duties as the Board of Directors may from time to time assign or as may be required by these bylaws. The Treasurer shall have oversight of all financial systems of Wisteria Charter School and shall be responsible for reviewing the work of any accounting or auditing firm that Wisteria Charter School may be engage from time to time.

**Section 2. Election and Term of Office.** The officer shall be elected biannually by the Board of Directors at the first meeting of the Board of Directors. Each officer shall serve a two (2) year term or until a successor has been elected and qualified.

**Section 3. Removal/Vacancies.** The Board of Directors shall have the power to remove an officer or agent of the corporation. Any vacancy that occurs for any reason may be filled by the Board of Directors.

#### **ARTICLE VII CORPORATE SEAL, EXECUTION OF INSTRUMENT**

The corporation shall not have a corporate seal. All instruments that are executed on behalf of the corporation which are acknowledged and which affect an interest in real estate shall be executed by the Chairperson or President. All other instruments executed by the corporation, including a release of mortgage or lien, may be executed by the Chairperson or President. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

#### **ARTICLE VIII AMENDMENT TO BYLAWS**

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting.

#### **ARTICLE IX INDEMNIFICATION**

Any director or officer who is involved in litigation by reason of his or her position as a director or officer of this corporation shall be indemnified and held harmless by the corporation to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the

case of any such amendment, only to the extent that such amendment permits the corporation to provide broader indemnification rights).

**CERTIFICATION**

I certify that the foregoing is a true and correct copy of the bylaws of the above-named corporation, duly adopted by the initial Board of Directors on March 31, 2011.

\_\_\_\_\_  
Director



**Wisteria Charter School  
CODE OF ETHICS**

1. The Board of Directors shall conduct and direct the activities and affairs of Wisteria Charter School and all corporation power shall be exercised under the directions of the Board of Directors. The power exercised by the Board of Directors shall be in conformity with the provision of New York State's Education Law and Not for Profit Law, and with the school's charter and its bylaws. The Board of Directors may delegate aspects of the management of activities and affairs of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board of Director's ultimate jurisdiction.

2. Not more than 49 percent of the people serving on the Board of Directors of the school may be comprised of persons currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or persons associated by consanguinity or affinity.

3. Members of the Board of Directors shall disclose when they have financial, organizational or personal interest in a matter before the Board. Members shall abstain from voting on matters in which they may have a financial, organizational, or personal interest. Every Director has a right to participate in the discussion and vote on all issues before the Board of Directors, or any committee of the Board of Directors, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) "self-dealing transaction"; (b) conflict of interest, (c) indemnification of the Director uniquely; or (d) any other matter at the discretion of a majority of the Board of Directors.

4. The Board of Directors and the school 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 a party and in which one or more of the Directors have 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 (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.

5. Directors, officers, or employees having a financial, organizational, or personal interest in a contract, other transaction or program presented or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board of Directors prior to its acting on such contract or transaction. Such disclosures 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 her or she is the party (or one of the parties) contracting or dealing with the school, or is the Chief Executive Officer, a Director, or Office of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Directors representing any entities proposing to do business with Wisteria Charter School shall disclose the nature and extent of such business proposition.

- a. No Director, officer, or employee of a for profit corporation having a business relationship with Wisteria Charter School shall serve as a voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
- b. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
- c. Individuals associated with an educational entity (including by not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to Wisteria Charter School;
- d. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization;  
or
- e. Members of the faculty of Wisteria Charter School.

8. No Director, officer, or employee of a for profit corporation, limited liability company, or partnership having a business relationship with Wisteria Charter School involving the provision of educational management services to Wisteria Charter School shall serve as a voting member of the Board of Directors.

9. Directors, officers, or employees of any entity or organization shall not comprise more than 10 percent of the total seats comprising the Board of Directors.

10. Directors 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 of Directors. If this occurs, a Director shall write a letter disclosing all know facts prior to participating in a discussion with the Board of Directors regarding these matters, and the Director's interest in the matter shall be reflected in the minutes of the Board of Directors.

11. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

12. Directors shall not use his or her position with Wisteria Charter School to acquire any gift or privilege worth \$50.00 or more that is not available to a similarly situated person, unless that gift is for the use of Wisteria Charter School.

13. Wisteria Charter School Directors, officers, or employees shall never ask a subordinate, student, or parent of a student to work on or give to any political campaign.

# Dana Kemp, Lead Applicant

## Biographical Sketch

Dana Kemp is currently employed as an English teacher in the Buffalo City School District. In this capacity she has students in grades nine through twelve and has also taught at the middle school level.

New York State Certified in Secondary English instruction, her career boasts a number of achievements here in New York State and in the Commonwealth of Richmond Virginia. In her first year teaching at Binford Model Middle School (where the curriculum was developed for students in a “gifted and talented” program, Dana received the coveted “Rookie of the Year” award, while being promoted to Department Chair. She is deeply engaged in the pedagogical aspects of Waldorf education and has a daughter currently enrolled in a Waldorf preschool program.

She is actively involved in civic groups including the Community Foundation for Greater Buffalo’s 21<sup>st</sup> Century Fund where she helps to direct a shared giving grant to worthy projects regionally. Lastly, she is a published poet and owner of the Dozens Kit Club recognized internationally for its sleep products and unique and rare design.

She received her Bachelor of Arts in English, with a specialization in writing and composition from The University at Albany, where she graduated Magna Cum Laude. In 2001, she earned her Master’s of Education in English Education from Virginia Commonwealth University, where she also graduated with honors. Her early education in an “Open Classroom” educational model, and her Master’s Thesis studying creative writing at the innovative Open High (Richmond, Virginia) has led her to value public, urban education. She has a deep desire to bring novel approaches to underserved populations.

# Bernard Tolbert

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## **CAREER SUMMARY**

Thirty years of continual succession of leadership and management accomplishments within the Federal Bureau of Investigation and private industry with progressive and diverse investigative and administrative experiences. Skilled in executive management, with expertise in the identification and resolution of problems utilizing common sense solutions. I have a proven record of providing leadership and inspiration to staff, challenging them to achieve at high levels. Specialized areas of knowledge include:

## **SECURITY**

- International/Domestic Terrorism
- Workplace Violence
- Organized Crime/Drugs
- Physical Security
- Corporate Espionage
- Special Event Security
- Compliance

## **PERSONNEL ADMINISTRATION**

- EEO Compliance
- Staff Training and Development
- Workforce Utilization
- Performance Management
- Budget Management
- EAP

9/2002 - Present **Senior Vice President, Security**, National Basketball Association, (NBA) New York, New York (promoted to SVP on 10/01/2004)

- As Senior Vice President for Security for the NBA, I am responsible for the overall security for all NBA Operations. This includes all 30 NBA teams, 12 WNBA teams and 16 NBDL (Developmental League) teams and fifteen foreign offices. I direct a staff of 19 employees in New York as well as 58 Security Representatives assigned to the various teams. Regular responsibilities include developing policies and procedures to protect the safety and security of the NBA players, staff, fans and facilities and proprietary interest, including trademark violations, monitoring team and arena compliance with NBA policies and procedures. In addition to regular game security, I'm responsible for security at all NBA/WNBA/NBDL special events to include All Star games, play-off games, the NBA Draft and international events. I also have responsibility involving the NBA's Drug Testing Program as set forth in the Collective Bargaining Agreement with the Players Association. I also have security responsibility for the NBA's 15 overseas offices and our corporate executives.

5/2002 - 8/2002 **Senior Vice President, Corporate Security**, HSBC Bank USA, Buffalo, New York

- In this position I was responsible for the security of all operations for HSBC Bank in the United States and Mexico. This included over 400 branches. I supervised a staff of security professionals in the corporate headquarters in Buffalo as well as in our New York City center. Responsibilities included overseeing all aspects of security preparation as well as investigations of external bank robberies,
- Internal fraud and defalcations. Also included in my responsibilities was the physical security of all HSBC facilities to include branch offices, corporate offices and vaults that stored precious metals (gold, silver and platinum). I left this position after being recruited for the position with the NBA.

3/2001 - 5/2002 **Security Manager**, Strategic Security, The Coca-Cola Company, Atlanta, Georgia

- As a Corporate Security Manager for one of the largest companies in the world, I had security responsibility for North American operations as well as Corporate Issues. This includes involvement in any security issues that impact on operations in North America and may have affected the image, reputation and trademark of the company. I also helped coordinate security strategy and responses to corporate issues that impacted the company worldwide (i.e. workplace violence, proprietary information, mergers and acquisitions). I also served as the Strategic Security business point of contact for the 14 Commercial Products Supply (concentrate) manufacturing plants located throughout the world and as such was involved in most security matters that effect those operations.

# Bernard Tolbert

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## The following briefly outlines assignments with the FBI:

1998 - 2/2001 **Special Agent in Charge**, Buffalo Division.

- Responsible for all investigative and administrative operations for the Buffalo Division which includes 17 counties of Western New York and comprises the Western Federal Judicial District. The office consists of 95 Special Agents and 83 Professional Support employees. Oversight for annual budget in excess of 20 million dollars.

1997 - 1998 **Inspector**, Inspection Division, FBI Headquarters, Washington, D.C.

- Served as one of only five full-time Inspectors in the FBI. Responsible for travel throughout the world guiding and directing 30 -125 person teams in a full range of comprehensive inspections/audits of field office and FBIHQ divisions' operational, investigative, administrative and financial operations. Additional responsibilities included providing recommendations and instructions to field operations to remedy internal control deficiencies, and determining if errors were due to negligence or fraud. Also charged with overseeing investigations of complicated cases involving serious internal allegations of professional or criminal misconduct.

1992 - 1997 **Assistant Special Agent in Charge** Philadelphia Division, Philadelphia, PA.

- Responsibility included day-to-day management of investigative programs and certain support operations within the Field Office. Responsible for developing and implementing leadership directives, setting policies/procedures as well as long -term planning. Was successful in improving relationships between management and non-management employees as well as decreasing the dichotomy between Special Agent and Professional Support Employees through the application of personnel management skills in areas such as :

- Team Development
- Increasing employee moral
- Maximizing utilization of workforce
- Implementation of training opportunities
- Aggressive recruitment
- Affirmation Action plans and EEO compliance
- Aggressive support of Employee Assistance Program

1990 - 1992 **Unit Chief**, Counterintelligence and Counterterrorism Training Unit, FBIHQ, Washington, D.C.

- Responsible for oversight of unit which provided counterintelligence and counterterrorism training to all FBI personnel as well as personnel from other agencies which comprised the United States Intelligence Community. Task included insuring that the various requirements of all appropriate agencies were met and that the sensitive, classified information that comprised the curriculum was handled in strict compliance with U.S. Government procedures.

1980 - 1990

- During this time frame I was assigned various street-level investigative responsibilities in the Buffalo and New York City Field Offices, as well as supervisory (management) positions in Buffalo and FBIHQ in Washington, D.C.

1975 – 1980 **Social Worker**, PEOPLE, Inc., West Seneca Developmental Center, Child and Family Services (all in Buffalo, NY)

- At PEOPLE, Inc. and the West Seneca Developmental Center, I served as a caseworker providing a variety of caretaker and social services for those clients who were assigned to me. At Child and Family Services I was a Program Director in this private family counseling agency that provided a wide range of services including individual and family counseling, marriage counseling, group therapy and residential treatment for emotionally disturbed boys.

1973 – 1974 **Teacher**, Bennett High School, Buffalo, New York

## EDUCATION

1971 **BACHELOR OF SCIENCE** (Social Work) State University of New York at Buffalo

1973 **MASTER OF SOCIAL WORK** State University of New York at Buffalo

# Bernard Tolbert

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## COMMUNITY ACTIVITIES

### Board of Directors (past and present)

- State University of New York at Buffalo Alumni Association (SUNYAB)
- United Way of Buffalo and Erie County
- Cradle Beach Camp
- Western New York Public Broadcasting Association
- 100 Club of Buffalo and Western New York
- Blue and White Club - SUNYAB
- Erie County Department of Youth Services
- Kids Escaping Drugs
- Trustee – The Statler Foundation
- Buffalo Olmstead Conservancy
- Bridge to Building Community

### Professional Memberships

- International Association Of Chief of Police
- New York State Association of Chiefs of Police
- National Organization of Black Law Enforcement Executives (NOBLE)
- Ontario Association of Chief of Police
- FBI National Academy Associates
- International Organization of Black Security Executives (IOBSE)

# OMAR R. PRICE

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~ Bar Admissions: State of New York (2004) ~  
~ Court Admissions: New York State Supreme Courts (2004),

## CORE COMPETENCIES

- **STRONG SENSE OF RESPONSIBILITY.** Excellent track record of dependability. Outstanding ability to multi-task and deliver sound legal and business results. Continually earned promotions with increasing responsibility for outstanding work ethic as reflected in honesty, integrity and reliability.
- **CREATIVE PROBLEM-SOLVER.** Proven ability to troubleshoot and develop creative, innovative solutions to business challenges. Successfully manage new protocols to improve performance and efficiency. Consistently recognized by colleagues for cross-discipline talents in needs analysis, troubleshooting and problem resolution in fast-paced environments.
- **THRIVE IN A TEAM ENVIRONMENT.** Initiate action and follow through to conclusion of any commitment. Capably learn new skills. React flexibly to changes in priority and direction while assuming increased responsibilities as needed, and motivating others to achieve objectives.

## PROFESSIONAL EXPERIENCE

**ASSISTANT CORPORATION COUNSEL** ▪ Buffalo, NY ▪ July 2009-Present

**Office of the Corporation Counsel of the City of Buffalo, Department of Law**

Handle complex litigation matters presented against the City of Buffalo with primary focus on issues of labor law, contract negotiations, and union arbitrations.

- Negotiate settlements in arbitrations, advise co-counsel regarding provisions of collective bargaining agreements governing disputes and assist in contract negotiations.
- Attend grievance hearings addressing disciplinary actions faced by firefighters, police officers and eligibility requirements for potential candidates.
- Regularly defend the City of Buffalo in Article 78 proceedings
- Research, draft and submit order to show cause motions, pleadings, discovery documents, responses to petitions, answers and other litigation documents.

**PROJECT MANAGER** ▪ Lexolution LLC ▪ New York, NY ▪ Sep 2008-Oct 2008

**O'Melveny & Myers LLP**

Managed over 60 contract attorneys on legal electronic discovery project. Coordinated all aspects of management to ensure litigation objectives were met.

- Consistently met all production deadlines through efficient management of issues of productivity, technical problems, and legal questions.
- Generated daily and weekly progress reports on productivity to ensure efficiency of operation.
- Served as primary liaison between contract attorneys and key associates for important management issues affecting productivity and accuracy.
- Responsible for selecting team members, reviewing each employee's performance and maintaining accurate payroll and timesheets accounts.

**HEAD TEAM MANAGER** ▪ Hudson Legal Resources ▪ New York, NY ▪ Dec 2007-June 2008

**McCarter & English LLP**

Directed and supervised over 80 contract attorneys on a large-scale pharmaceutical class action lawsuit including management of other team managers amounting to over 600 total contract attorneys on production team.

- Trained team managers, contract attorneys and associates on relevant substantive issues related to litigation.
- Developed strategies to increase productivity, maintain morale and minimize human resource issues.
- Generated productivity and accuracy reports for each contract attorney to ensure timely production of documents
- Ensured that contract attorneys fulfilled employment agreements with respective employment agencies.
- Responsible for recruiting new employees and dismissing team members who failed to meet production goals or were otherwise unemployable thereby creating best possible work environment.
- Supervised all human resource matters including payroll, timesheet, scheduling, and employee complaints.

# OMAR R. PRICE

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**CONTRACT ATTORNEY ▪ Hudson Legal Resources ▪ New York, NY ▪ Oct 2005–Nov 2007**

**Hughes Hubbard & Reed LLP; Willkie Farr & Gallagher LLP; Davis Polk & Wardell LLP; Latham & Watkins LLP**  
Performed and conducted analysis of financial reports for corporate litigation of alleged S.E.C. and Sarbanes Oxley violations. Reviewed and evaluated communications for material accuracy and compliance of security regulations.

- Responded to Department of Justice request for substantive communications related to complex litigation matters.
- Developed privilege logs for corporate litigation defense.

**YOUTH DIVISION AIDE III ▪ NYS Office of Children and Family Service ▪ Highland, NY ▪ Aug 1997-Dec 1999**

Provided assistance in intake and orientation of juvenile offenders to the residential center and conducted seminar instruction to employees regarding proper utilization of the youth development system.

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## EDUCATION

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### JURIS DOCTORATE

SUNY Buffalo School of Law ▪ May 2003

Prison Task Force: Research Instructor

Trial Techniques: Civil Litigation/Practical Training

Intellectual Property Law Journal: Cite Checking/Proofreader

### BACHELOR OF ARTS POLITICAL SCIENCE

MINOR CRIMINAL JUSTICE AND SOCIOLOGY ▪ SUNY Albany

Alpha Phi Alpha Fraternity Inc.

Student Government

# Jean Caldiero

## PROFILE

Married with four adult children. A teacher in the Buffalo Public Schools for over thirty years, retired in June 2006, with experience in preschool, grades one and two, with extensive knowledge of teaching academically at-risk students. Active in the school community, including being the founder/chairperson of Waterfront School's Magnet Integrity Committee, founder/co-chairperson of Waterfront's Back to School Picnic, member of the CSEP team, chairperson of the Parent Involvement Team, faculty liaison to the Waterfront School Association. Experience in *Reading First* Program as a reading support coach in Buffalo Schools, and English Language Arts coach in grades four through six in BPS Dr. Antonio Pantoja School #18. Active in the civic community as cofounder and president of the Richmond Neighborhood Community Association, which deals with numerous quality of life issues and revitalization of an urban neighborhood. **Currently on the active substitute teacher list for the Buffalo Public Schools.**

## EXPERIENCE

### April, 2010

Substitute **Title 1 Reading teacher** at St. Joseph University School, Buffalo, NY

### September, 2007- June, 2009

English Language Arts Coach, Erie 1 BOCES Regional School Support Center, assigned to Dr. Antonio Pantoja School #18

- Provided onsite support and professional development to grades 4-6 teachers with implementation of District ELA initiatives, data collection and analysis.

### August, 2006-June, 2007

Reading Coach, Erie 1 BOCES Regional School Support Center, Reading First Program

- A Federal scientifically based reading program for at risk students, assigned to a Buffalo Reading First school
- Provided onsite support to Building coach and professional development to grade K-3 teachers in areas of program implementation, assessment, data analysis, and District reading initiatives

### 1988 -2006

Teacher, Waterfront Elementary School, Buffalo, New York

- *Pre-Kindergarten*: Facilitated learning experiences for three and four year old students utilizing a thematic, integrated approach based on current NAEYC curriculum guidelines and standards
- *Early Intervention, grades 1 and 2*: Developed a two year looping program with a rigorous curriculum intended to meet the needs of children who entered first grade with serious academic delays
- *Multiage, 6 and 7 year olds*: Employed small group and individualized instruction in an open space, multiage environment, utilizing team teaching and collaboration, focusing instruction on current, research based practices as outlined in *NCLB Reading First* documents

### 1984-1988

Teacher, Preschool/Parent *F.O.S.P.A.* Program, Buffalo Public Schools

- A grant-funded kindergarten preparedness program including a parenting education component
- Responsibilities included evaluation of children's learning modalities, making individualized assignments enabling parents to support the child's learning style, model teaching to assist parents, and implementing a parenting education curriculum

### 1969-1983

Teacher, Buffalo Public Schools

- grades 1 and 2, Multiage: Waterfront Elementary 1976-1983; grade 2: School 38 1971-1973, School 19 1969-1971

## EDUCATION

State University of New York at Buffalo, Buffalo, New York July, 1974

Thirty graduate hours/Master's Equivalent for Permanent New York State Certification, N-6

D'Youville College, Buffalo, New York June, 1969

Bachelor of Science, Education

## SKILLS

I am a dedicated professional who is able to work collaboratively with others in seeking the best learning environment for young children. My extensive knowledge of content and pedagogy reflects my continuing search for improved practices. I have made substantial contributions to our school and neighborhood communities, developing partnerships with parents and civic organizations. Throughout my career I have assisted in training new teachers by serving as a cooperating teacher for student teachers and junior participants from local teacher training programs.

*References furnished upon request.*

# Jessica Bauer Walker

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## PROFESSIONAL PROFILE

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Executive Director with ten years of experience in program development, implementation, and management in local, national, and international contexts. Adept at understanding and implementing policies and procedures, systems, and business development models. Able to act a liaison between community groups, the private sector, and local, state and federal government. Possesses proven ability to improve programmatic and organizational growth and achievement.

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## AREAS OF EXPERTISE

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Fundraising, grants administration, budget formulation and management, community development, strategic planning, and public relations.

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## PROFESSIONAL EXPERIENCE

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### **Director**

*Community Health Worker Network of Buffalo, Buffalo, NY (2010-present)*

- Spearheaded community organizing effort that engaged more than 300 individuals and 50 organizations to found the Community Health Worker Network of Buffalo
- Designed and implemented a \$220,000 grant to support organizational development, training and education, research, and advocacy initiatives for the fledgling organization
- Co-authored white paper: *Challenges and Opportunities of Community Health Workers in Buffalo, NY*

### **Executive Director**

*AIDS Family Services, Buffalo, NY (2007-2010)*

- Managed \$350,000 budget and 10 employees and contractors, serving over 2,000 individuals infected or affected by HIV/AIDS.
- Increased productivity by 25% (number and diversity of clients served, percentage of clients making progress in prevention and treatment plans) while cutting expenses by 50%.
- Initiated and led agency's first organizational assessment and strategic planning process in its 20 year history; and developed action plans, evaluation tools, and outcome measurements to measure and evaluate progress.
- Chaired Western NY regional HIV/AIDS 2009 Service Delivery Plan, producing a comprehensive report on regional profiles surrounding HIV/AIDS associated epidemiology, special populations, core/essential services and regional environmental/external factors.

- Facilitated a merger with complementary organization that promoted administrative efficiencies, cost savings, and increased capacity to achieve mission and vision.

### **Director of Operations**

*Rock the Vote/Young Voter Strategies, Washington, DC (2006-2007)*

- Supervised three million dollar budget and provided management, grant oversight, and administrative support for national program that registered 500,000 new voters.
- Managed contracts and supported partnerships with donors, political stakeholders, consultants, non-profits, and the public to increase organizational capacity.
- Developed transition plan for merger that doubled size, budget, and scope of organization.

### **Membership Coordinator**

*Girl Scouts of Buffalo and Erie County, Buffalo, NY (2005-2006)*

- Established partnerships with schools, community centers, churches, and businesses to initiate programs and projects to meet the needs of more than 300 girls in low-income, high-need neighborhoods in the City of Buffalo.
- Trained approximately 100 volunteers to mentor, provide activities for, and instill skills and values in girls in order to increase their opportunities to achieve personal success and contribute to society.

### **Tutor and Mentor**

*Journey's End Refugee Service and Vive La Casa Refugee Shelter, Buffalo, NY (2005-2006)*

- Assisted 20 refugee children and family members with literacy skills, cultural assimilation, and other special needs. Facilitated program development within local refugee serving organizations.

### **United States Peace Corps Volunteer**

*Northern Jamaica Conservation Association, Runaway Bay, St. Ann, Jamaica (2002-2005)*

- Designed, raised funds for, implemented, and managed over twenty community development projects targeting youth at risk, the environment, culture, health, and recreation.
- Provided capacity building and technical assistance to ten community organizations, including development of administrative systems, educational curriculum, training and safety protocols, and fundraising plans.
- Project outputs included improvements in at least three community health indicators in all targeted sites, such as implementation of waste management and sanitation systems, increased opportunities for economic self-sufficiency through a rural community tourism program, and enhanced knowledge, attitudes and behaviors by project participants in regard to individual and community health.

### **Crewleader**

*Montana Conservation Corps/AmeriCorps, Billings, MT (2001)*

- Supervised more than fifteen conservation projects including trail construction and maintenance, fencing, historical restoration, biological research, habitat enhancement and rehabilitation, and environmental education in Montana and Wyoming.

- Planned and led community service programs for 30 probationary youth. Increased local opportunities for rehabilitation, training, and positive community involvement to decrease recidivism rates.
- Coordinated funds and supplies for weeklong excursions, trained crewmembers in technical skills and outdoor survival, and liaised with community, state, and federal organizations to promote community based conservation principles and practices

**Office Manager/Volunteer Coordinator**

*Democratic National Committee, Washington, DC (2000)*

- Managed office, scheduled and supervised over 200 volunteers, and implemented voter outreach and education initiatives for Gore/Lieberman campaign.

**Program Coordinator**

*Sarah House, Washington, DC (1998-1999)*

- Developed and directed cultural, recreational, and educational programs for approximately fifty immigrant and inner city youth at risk ages eight to twenty to improve life skills and access to educational and health resources.
- Provided administrative support, spearheaded community outreach efforts, and secured volunteer and employment opportunities for youth.

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**EDUCATION/TRAINING**

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The College of William and Mary, Williamsburg, VA  
 Bachelor of Arts in Government, minor in Philosophy, May 2000  
 Semester abroad, University of St. Andrews, Scotland

- Community Development (Peace Corps- included cross-cultural understanding, language, environmental and health education, and program planning and management)
- Small Business Development (SCORE/U.S. Small Business Administration)
- Community Health Worker Training (Mailman School of Public Health, Columbia University)
- Environmental Education/Conservation (Montana Conservation Corps training- included teaching, technical, and outdoor skills)
- Grant Writing (Vocational training)
- English for Speakers of Other Languages-ESOL (Literacy Volunteers of America)
- Training of Trainers (Girl Scouts of the USA)

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**MEMBERSHIPS/AFFILIATIONS**

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- Board Member, AIDS Network of Western New York (2007-2010)
- Board Member, the MOCHA Center (2007-2009)
- Advisory Board Member, Emerald Waters Birth Center
- Steering Committee Member, Community Action for Prenatal Care
- Committee Member, P2 of Western New York Health Equity Group
- John R. Oishei Foundation "Oishei 20" Leader

## MICHAEL E. HALEY

### **CERTIFICATION:**

New York State Certification in Secondary Business Education

### **EDUCATION:**

Canisius College, Buffalo, New York

Masters of Science in Secondary Business Education, 2009

Canisius College, Buffalo, New York

Bachelor of Science in Accounting, May 1994

### **TEACHING EXPERIENCE:**

Lafayette High School, Buffalo, New York

September 2004-Present

**Business Teacher.** Teaching 9<sup>th</sup> – 12<sup>th</sup> grade Accounting, Business Law and Financial Planning/International Finance. Design, plan and implement instructional lessons and activities that challenge and engage all students. Employ effective classroom management skills to ensure a productive learning environment. Successfully perform all teacher duties and contribute positively to building related issues. Facilitate student achievement through after-school and free period tutoring for struggling students. Gladly participate in many National Academy Foundation meetings, activities, and fundraisers. Vigorously promote post-secondary education for students and assist with college selection, application and essays.

**Long-Term Substitute Teacher.** Taught 9<sup>th</sup>-12<sup>th</sup> grade Special Education Social Studies, Mathematics, and Resource Room. Designed and implemented successful inter-disciplinary unit on Ancient Egypt with Science teacher. Maintained a productive classroom environment through numerous environmental challenges. Developed lessons that appealed to differing learning styles and levels of ability, allowing all students to progress towards their established objectives.

Lancaster High School, Lancaster, New York

October-December 2003

**Student Teacher.** Taught 9<sup>th</sup>-12<sup>th</sup> grade Accounting and Business Communications classes consisting of above average students to students in the inclusion program. Designed and delivered lessons that enabled all students to be challenged and to achieve established objectives. Successfully assumed all teacher responsibilities immediately upon placement.

Riverside High School, Buffalo, New York

September-October 2003

**Student Teacher.** Taught 9<sup>th</sup>-12<sup>th</sup> grade Business Law, Business Ownership and Introduction to Occupations. Developed and implemented curriculum materials aligned to the New York State Standards with an emphasis on graphic organizers to accommodate all learners. Participated in Jumpstart, Riverside's internship program with HSBC Bank.

### **BUSINESS EXPERIENCE:**

15 years business experience in accounting and office management

- Including maintaining general ledger, preparing financial statements, internal auditing, payroll, union contract negotiations, budgeting, and cost accounting
- Extensive knowledge of accounting systems and applications
- Highly competent in business computer applications
- Excellent business communication skills

# Sandra A. Miller, MA

## QUALIFICATIONS

Qualifications include a diverse combination of work experience in the public and philanthropic sectors including: strategic & financial planning; grant procurement & administration; community outreach; project management; program development; government relations, and policy research & development. I have solid communication, organizational, research and project management skills.

## PROFESSIONAL EXPERIENCE

*Trocaire College* 2010-present

*Director of Grants, Foundation & Government Relations*

Senior level manager reporting directly to the Vice President and President of the College. Responsible for procurement and administration of funding initiatives of Trocaire College, a private career oriented catholic college in Buffalo, New York. Work collaboratively with program directors on project development, execution.

*City of Buffalo, New York* 2005 - 2010

*Office of Strategic Planning (OSP)*

*Director, Special Projects / Special Projects Manager*

Senior level manager that planned, developed, and implemented high profile community development projects for the City of Buffalo. Worked collaboratively with local, state and federal government agencies, area non-profit organizations and private enterprises on commercial and residential revitalization strategies. Project management experience entails complex development projects that require legislative research, identification of funding opportunities, governmental body approvals and compliance with local, state and federal laws and regulations. Represented OSP concerning matters before City of Buffalo Common Council, Empire State Development Corporation, Buffalo Fiscal Stability Authority, CitiStat Buffalo, Citizens Planning Council and community partners. Committee assignments included Empire Zone Revision Committee, OSP – Buffalo Public Schools Joint Planning Committee, Special Events Committee, Buffalo Connected Committee and RFP review committees.

*Community Foundation for Greater Buffalo (CFGB)* 2004 – 2005

*Donor Services Administrator*

Organized educational events, nonprofit site visits, and community roundtables to engage and educate the public of philanthropic opportunities available through CFGB. Researched, processed and audited grants requests and verified contract compliance of grants for designated, undesignated, donor advised and philanthropic funds.

*Buffalo Urban Renewal Agency (BURA)* 2003 & 2005

*Paralegal /Legal Division Office Manager*

Supervised and conducted all aspects of managing the legal office. Independently coordinated and organized staffing of Agency Board Meetings. Managed contracts under Federal Entitlement Programs

including: Community Development Block Grant, HOME Investment Partnership Act, Emergency Shelter Grant and Housing Opportunities for Persons with AIDS. Worked closely with project managers to trouble shoot development issues and draft corresponding contracts.

***Buffalo-Niagara Freedom Station Coalition  
Consultant***

**2003 – 2004**

Produced research and documentation for the Michigan Street Baptist Church, a station on the Underground Railroad and integral component in the rich heritage and history of the United States.

## **EDUCATION**

**State University of New York College at Buffalo**

Master of Arts, Summa cum Laude, GPA 3.9/4.0 scale - **2003**

Bachelor of Arts, Summa cum Laude, GPA 3.82/4.0 scale - **2000**

**Canisius College**

Paralegal Certificate Program, GPA 90% - **2002**

## **RELATED PROFESSIONAL EXPERIENCE & CONTINUING EDUCATION**

- SUNY Center for Professional Development - Advanced Grant Writing
- Canisius College Center for Professional Development - Financial Accounting
- New York State Community Seminar Series - Introduction to Brownfields
- Connecticut Street Armory - Historic Preservation
- Rev. Nash Collection - Historic Preservation
- Buffalo & Erie County Historical Society - Historic Preservation and Research

## **DISTINCTIONS**

- *New York Army National Guard, 42<sup>nd</sup> Infantry Division, Engineer Brigade* – Certificate of Appreciation
- *Manny Koginos Award*, Excellence in United States History
- *Norman F. Weaver Award*, Excellence in Historical Research and Writing

## **ACTIVITIES & MEMBERSHIPS**

- 21<sup>st</sup> Century Philanthropic Fund – Application Review Committee Member
- American Grant Writers Association
- American Historical Association
- Junior League of Buffalo
- Phi Alpha Theta, History Honor Society, Inc.
- YWCA of Western New York

# Lauren Tent

## Education

2005 MAH (Art History and Education) University at Buffalo, NY  
1988 BA in Photography University at Buffalo, NY  
1985 Associates Degree in Photography Villa Maria College

## Education Director, CEPA Gallery, 1999-present

- \*Designs and implements Arts in Education programs in schools
- \*Administers after school and summer youth programs
- \*Collaborates with community centers to provide programs
- \*Coordinates youth and adult workshops in photography and digital arts
- \*Trains teachers and youth volunteers to work with students
- \*Oversees Education Facilities; computer lab and darkroom
- \*Creates and follows budgets for all programs

## Teaching Experience

Teaching Artist for CEPA Gallery 1999-present, all ages

Photography Instructor, Daeman College, 1999-2005, Adjunct instructor in basic photography

Photography Instructor, Villa Maria College, 1998-2005, Adjunct instructor for intermediate photography and studio lighting

Photo lecturer, University at Buffalo, *Topics in Contemporary Photography*, 2010

Photo lecturer, University at Buffalo, *Image and Text*, 2010

## Professional Experience

Practicing Professional Photographer, 1985-present

Specializing in portraiture and architectural photography

## Program Awards

2008 WNY Time Warner/United Way Hero nominee for Advancing the Arts

2004 Prime Time Youth Program Award from Erie County Youth Bureau

2003 Certificate of Appreciation from Boys & Girls Club of Buffalo

2002 Proclamation from City of Buffalo for Partnerships with BPS #28,45,71 & Grover Cleveland High School

2001 Bronze award for Commitment to Education from Buffalo Alliance for Education

2001 Certificate of Recognition from Buffalo Board of Education for Partnership with Herman Badillo School

2001 Award of Excellence from Buffalo Board of Education

2000 Proclamation from City of Buffalo for Partnership with BPS #71

**Lauren Tent**

Ms. Tent has been the Education Director of CEPA Gallery since 1999. She designs interdisciplinary photography programs in many schools and oversees the after school and summer programs at CEPA, partnering with many community groups throughout the city and Erie County. She also manages the workshop program that offers photography, graphic design and traditional darkroom classes.

Under her direction, CEPA's programs continue to expand with new partners and new interdisciplinary programs. Her dedicated teaching style and visionary programming recently led to an interdisciplinary education initiative called *Writing with Light*. Together with the Education Director of Just Buffalo Literary Center, Lauren has designed a series of comprehensive in-school, after-school, and summer education programs that expand opportunities for a diverse group of youth throughout Buffalo and Erie County.

CEPA's Education Program has garnered numerous awards including the Erie County Youth Bureau Prime Time Award, an Award of Excellence from the Buffalo Public School District, the Buffalo Alliance Commitment to Education Award, a Buffalo Board of Education Certificate of Excellence, and many Proclamations from the City of Buffalo. CEPA's NYSCA funded Arts in Education program was voted number one in the state by NYSCA, under Ms. Tent's leadership. In addition, she was a finalist in the annual Time Warner Cable Western New York Hero contest in 2008.

Ms. Tent has been a part of CEPA since she was an intern, first joining CEPA in 1985 while working towards her Bachelor of Arts degree in Photography at the State University of New York at Buffalo. She obtained a Master of Arts degree in Humanities, concentrating on Art History and English Education, at UB in 2005 and is also a recent graduate of Leadership Buffalo 2009. She has taught photography classes at Villa Maria College, Daemen College and the Visual Studies department at the University at Buffalo.

**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, Dana Kemp, (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.

Dana Kemp  
Signature

3/30/11  
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,  Bernard A. Tolbert   
(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.

Bernard A. Tolbert   
Signature

3/24/11   
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, Omar R Price, (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.

Omar R Price  
Signature

3/28/2011  
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, Jean Caldiero,  
(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 26, 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, **Jessica Bauer Walker**, (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

3/29/11

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, Sandra Miller, (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.

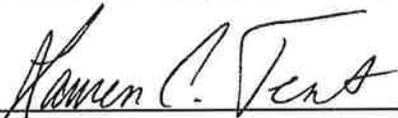
Sandra Miller  
Signature

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, Lauren Tent, (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

3/20/11  
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: Dana Kemp  
(Include preferred honorific.)

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

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

Buffalo, N.Y.

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

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

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

Charter School Name: Wisteria Charter School

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.):

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 **Bio**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
5. Please explain why you wish to serve on the board.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).  
  
Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.

**Conflict of Interest**

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

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

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

I work in the Buffalo School District w/ other members of the Board

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 will be applying for the Curriculum Development 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.

**Educational Philosophy**

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

I wrote the curriculum for the school. I understand the mission. I would like to see a Waldorf inspired free public school in Buffalo, NY.

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

We will be incorporating Waldorf-inspired methods into a NYS core standard. Head, Heart, Hands will be the guiding force behind

19. Please indicate what you believe to be the characteristics of a successful charter school.

In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other Good leadership, caring teachers & staff, solid curriculum, parental involvement. financial stability

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

To guide, protect and advance the mission of the school. To be the face and leadership of staff.

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

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

When my Board seat was created many of our Board members had already submitted their information and assurances. This is why some have said that they did not know of my joining. I have received their key assurances...

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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.

**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: Bernard A. Tolbert

(Include preferred honorific.)

Daytime Telephone: 716-208-3205

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

Edgewater, NJ

Until 7/1/2011

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personal E-Mail/Fax:

\_\_\_\_\_

Business Address: same as above

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Business E-Mail/Fax:

\_\_\_\_\_

Charter School Name: Wisteria Charter School

\_\_\_\_\_

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.):

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached (**provided by email to A. Steward 3/16/11**)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X  I affirm.
3. Please 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. X  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Contact by A. Steward**
5. Please explain why you wish to serve on the board. **To give assistance to the community through whatever expertise I may have**
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. X  Yes. (Include description here): **See resume- Statler Foundation**
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.  
X  This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).  
  
Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
X  This does not apply to me.  Yes.

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

**Conflict of Interest**

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

I / we do not know any such persons.  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:

**My daughter is a teacher at Enterprise Charter School**

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.

**None that I'm aware of**

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.

**None that I am aware of**

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.

**Bring it to the attention of an appropriate entity**

**Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. **Through the use of arts integration, Wisteria will address the intellectual, emotional and physical needs of its students. This will help to develop critical thinkers who will be prepared to meet the needs of our diverse and changing society**

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

**Educational program will be based on the Waldorf inspired educational framework**

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.

**Autonomy, funding, collaboration with and involvement of total community (parents etc), absolute commitment to needs of students, willingness to explore non-traditional methods that might enhance the potential for success**

**Other**

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

**Provide guidance, support, and leadership to the staff of the school. Serve as a resource in identifying and procuring funding and other essential resources to the school**

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I have read those that have been provided to me and those I've been able to identify through on-**

**line resources**

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: Omar R Price  
(Include preferred honorific.)

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

Home Mailing Address: \_\_\_\_\_  
Buffalo, N.Y.

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

Business Address: \_\_\_\_\_  
Buffalo, N.Y.

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

Charter School Name: Wisteria Charter

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.):  
Legal Representative

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *The educational model was introduced by a colleague and as I learned more I wanted*
5. Please explain why you wish to serve on the board. *to be part of this amazing program and school.*
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): *Buffalo Federation of Neighborhood Centers*
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).  
*SCVEN o.r.p.*  
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. *As the Board's attorney I would call a meeting of the Directors to discuss the possible conflict Educational Philosophy I would personally investigate the issue and take appropriate steps.*

17. Please explain your understanding of the charter school's mission and/or philosophy. *To provide a creative and rigorous Waldorf inspired educational facility for a multi cultural community.*

18. Please explain your understanding of the educational program of the charter school. *Wisteria is an integration of Waldorf-Inspired curriculum and NYSED requirements.*

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 Competent teachers, sound financial records, creative curriculum*  
Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *To direct and protect the interest and mission of the school*

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

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:** Mrs. Jean Caldiero \_\_\_\_\_  
(Include preferred honorific.)

**Daytime Telephone:** 716-885-8791 \_\_\_\_\_

**Home Mailing Address:** \_\_\_\_\_  
Buffalo NY : \_\_\_\_\_

**Personal E-Mail/Fax:** \_\_\_\_\_

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

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

**Charter School Name:** Wisteria Charter School \_\_\_\_\_

**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.):**

Education consultant \_\_\_\_\_

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

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask

that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X** Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.
3. Please 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. **X** I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *An article in the newspaper piqued my interest, so I attended a community meeting.*
5. Please explain why you wish to serve on the board. *Having taught for over 30 years in the public school system, I continue to be committed to providing the best educational opportunities for children. The Mission of the Wisteria Charter School is to provide a unique, developmentally appropriate learning environment which addresses the needs of the whole child.*
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. **X** Yes. (Include description here): *As stated in my résumé, I am an veteran elementary school teacher, with over thirty years experience teaching in an urban school district.*
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.  
**X** This does not apply to me.  Yes.

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

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

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

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:  
*Allita Steward and Dana Kemp were students at Waterfront Elementary School, where I was assigned as an elementary grade teacher. In addition, Dana Kemp returned to Waterfront in later years as a middle school English teacher.*

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. *First, the member should be approached privately with the information, and be offered a chance to address the situation to the whole board. If that is unsuccessful, then the full board should be given the information and deal with it accordingly.*

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. *Wisteria Charter School's mission is to provide a Waldorf inspired educational environment to a diverse population of urban children. A rigorous academic program will be integrated with the Arts and outdoor exploration. Developmentally appropriate practices will teach the whole child, meeting the emotional, physical and intellectual needs of the student.*

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

*The Wisteria Charter School is inspired by the Waldorf approach to education. It recognizes the importance of an interdisciplinary approach to learning which develops creative and analytic thinking. Teaching respect for each other, classroom materials, our Earth and environment is of utmost importance, and will lead to a respect for academic excellence.*

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 will provide an alternative approach to education, which is not available in the local school district. It will be accessible to and representative of the urban population it serves. It will have high academic standards. A key component of a successful charter school is a strong support system for families and family involvement. Through their individual areas of expertise and experience, the board will support the Charter School's staff in implementing academic standards and expectations for student success. The board will oversee implementation of the mission of the Charter School.*

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. *A board member should be a supportive partner and advisor in establishing the School's mission and programs.*
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

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

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

Name: Michele Haley

(Include preferred honorific.)

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

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

Buffalo, NY

Personal

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

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

Business

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

Charter School Name: Wisteria Charter School

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

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

*I became aware of the charter school when my friend and co-worker, Dana Kemp, asked me to help with some accounting advice.*

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

*I wish to serve on the board to help my community. I believe that parents deserve quality choices for their children's education.*

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

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

This does not apply to me.  Yes.

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

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

or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

company or charter management organization.

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

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

*I would insist that the board member resign and any appropriate restitution be made to the school. I would also report the situation to the appropriate authorities.*

#### **Educational Philosophy**

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

*Wisteria Charter School prepares students to meet the demands of our ever-changing society utilizing an arts-integrated Waldorf-Methods approach.*

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

*The educational program emphasizes a strong academic foundation, artistic expression, social development, and attention to the needs of each child. The school design reflects adherence to the New York State Common Core Standards, while meeting the needs of students in a way that is meaningful, responsive, and inclusive.*

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 provide families an educational choice that meets the full needs of a student's academic and social needs. Successful charter schools need a*

*strong vision and an inspiring leader that can articulate that vision. The board has the responsibility of supporting the vision of the school by operating under a clear set of guiding principles dictated by the school's Mission Statement. Regular meetings and open communication will ensure adherence to the school's core values. Appropriate financial oversight will ensure that the school has the funds to operate successfully.*

**Other**

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

*A board member has the fiduciary responsibility of overseeing the operation of the school. Each board member brings their field of expertise to the group, collaborating to create a community loyal to the mission of the school. I, personally, will contribute financial advisement to the school. My role will include overseeing that public monies are appropriately used and recorded, through use of appropriate accounting procedures and controls.*

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

*I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.*

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

**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:** Jessica Bauer Walker  
(Include preferred honorific.)

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

**Home Mailing Address:** \_\_\_\_\_ Buffalo NY

**Personal E-Mail/Fax:** jessica\_a\_bauer@yahoo.com

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

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

**Charter School Name:** Wisteria Charter School

**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.):**

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

*I became aware of the charter school through conversations with Dana Kemp, the lead applicant, when she was just beginning planning work about a year ago. I have learned more through the community outreach efforts and online presence of the Wisteria Charter School leadership team.*

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

*Buffalo is in desperate need of more quality options for educating our children. With a high school graduation rate that hovers around 55% percent, while our neighbors in the suburbs boast 90-95% graduation rates, I see that there is a real disparity in urban options for schooling our youth. I believe that this is an equity and quality of life issue that MUST be addressed.*

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):

*Please see resume (have served on non-profit boards)*

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 know Dana Kemp- the lead applicant. We know each other from both being active in the community.*

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

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

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

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is

conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

None.  Yes.

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

*I have been an Executive Director and served on several Boards of Directors and Advisory Boards. My experience is that there should be a clear conflict of interest policy in place, and that the Board gets training on what potential conflict of interests might be to prevent such a situation. If such a situation arises, I would clearly confront it either directly myself or through the Board President.*

#### **Educational Philosophy**

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

*The school's framework is evolving to promote a Waldorf-inspired education-children are will be encouraged to explore the natural world, artistic expression, and interact with the wider world and community.*

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

*The school will blend traditional/mandated subjects with the arts, civic engagement, outdoor play/environmental education, etc. This aims to foster a love of learning where children are active participants in co-creating learning objectives and outcomes.*

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 a successful charter school needs to be innovative and creative, while also exercising fiscal responsibility and possessing a sound administrative framework. The Board should ensure that mission and the strategic plan of the school is adhered to, that the Board itself has the right people to exercise its fiduciary responsibilities (legal, financial and community expertise), and provide oversight on the finances and management of the school in partnership with the school's paid management/staff. Above all, the Board should work in partnership with the school's staff, parents, students, and the wider community to ensure that it is responsive and inclusive to the challenges and assets of urban youth in Buffalo.*

**Other**

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

*See above- strategic planning, financial oversight, assistance with fund development, speaking on behalf of the school's programs in the community, etc.*

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

Yes

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

N/A

**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: Sandra Miller  
(Include preferred honorific.)

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

Home Mailing Address: \_\_\_\_\_, Buffalo, New York

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

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

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

Charter School Name: Wisteria Charter School

Charter School Address: to be determined

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

Grants 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. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Community outreach**
5. Please explain why you wish to serve on the board. **To improve the economic and social conditions in Buffalo, NY by providing a quality educational choice to families, thus preventing them from moving out of the city seeking better schools.**
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:  
I am generally acquainted with Omar Price and Dana Kemp
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 inform Wisteria Charter School's legal department immediately.

#### Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. To provide educational opportunities for students regardless of family income level and to do so in the Waldorf educational tradition.

18. Please explain your understanding of the educational program of the charter school. Interdisciplinary educational program integrating practical, artistic and conceptual elements.

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 clear sense of mission and a defined institutional culture dedicated to achieving the school's mission; a set of organizational structures and systems supporting student learning; purposefully chosen teachers and administrators who understand the school's objectives and are committed to achieving its goals; parental involvement; and classroom procedures that maximize time spent on instructional tasks and link content to state standards

#### Other

20. Please explain your understanding of the appropriate role of a public charter school board member. To provide leadership and governance to the charter school with respect to mission, finances, organization structure and programs.

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

22. Please provide any other information that you feel is pertinent to the Department's review. None.

**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:** Ms. Lauren Tent  
(Include preferred honorific.)

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

**Home Mailing Address:** \_\_\_\_\_, Buffalo, NY \_\_\_\_\_

**Personal E-Mail/Fax:** \_\_\_\_\_

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

**Business E-Mail/Fax:** Lauren@\_\_\_\_\_

**Charter School Name:** Wisteria

**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.):**

Arts Education

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I have known Allita Steward for many years through CEPA Gallery and the field of Arts Education. She invited me to become a member of the board as an Arts in Education specialist.*
5. Please explain why you wish to serve on the board. *As the Education Director of CEPA Gallery for the past ten years, I am aware of the complex difficulties in the Buffalo Public School district and the effects it is having on our city's youth. As a strong believer and advocate for arts in education, I believe that alternatives to the status quo are imperative to the future of our youth and our city. A Waldorf inspired school will offer that alternative, understanding and implementing the philosophy of multiple intelligences, using the arts to teach in all subject areas and creating a warm, healthy and creative environment that speaks to and supports the whole child.*
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): *Other experience and knowledge I feel is relevant to serving on the Wisteria board is my education. I have a Masters of Arts in Humanities, an interdisciplinary degree, where I focused my studies on Art History and English education. I have had the opportunity for a lot of professional development through grants we receive from NYSCA and other organizations. We studied movement, singing, painting, drawing and other art forms to learn about other subjects. I completely understand the benefits of a Waldorf inspired school and am thrilled to be a part of this exciting endeavor.*
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.

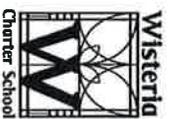
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you 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. *This would involve a serious investigation and discussion by the board as a whole and would be handled as a board and not by one person.*

#### **Educational Philosophy**

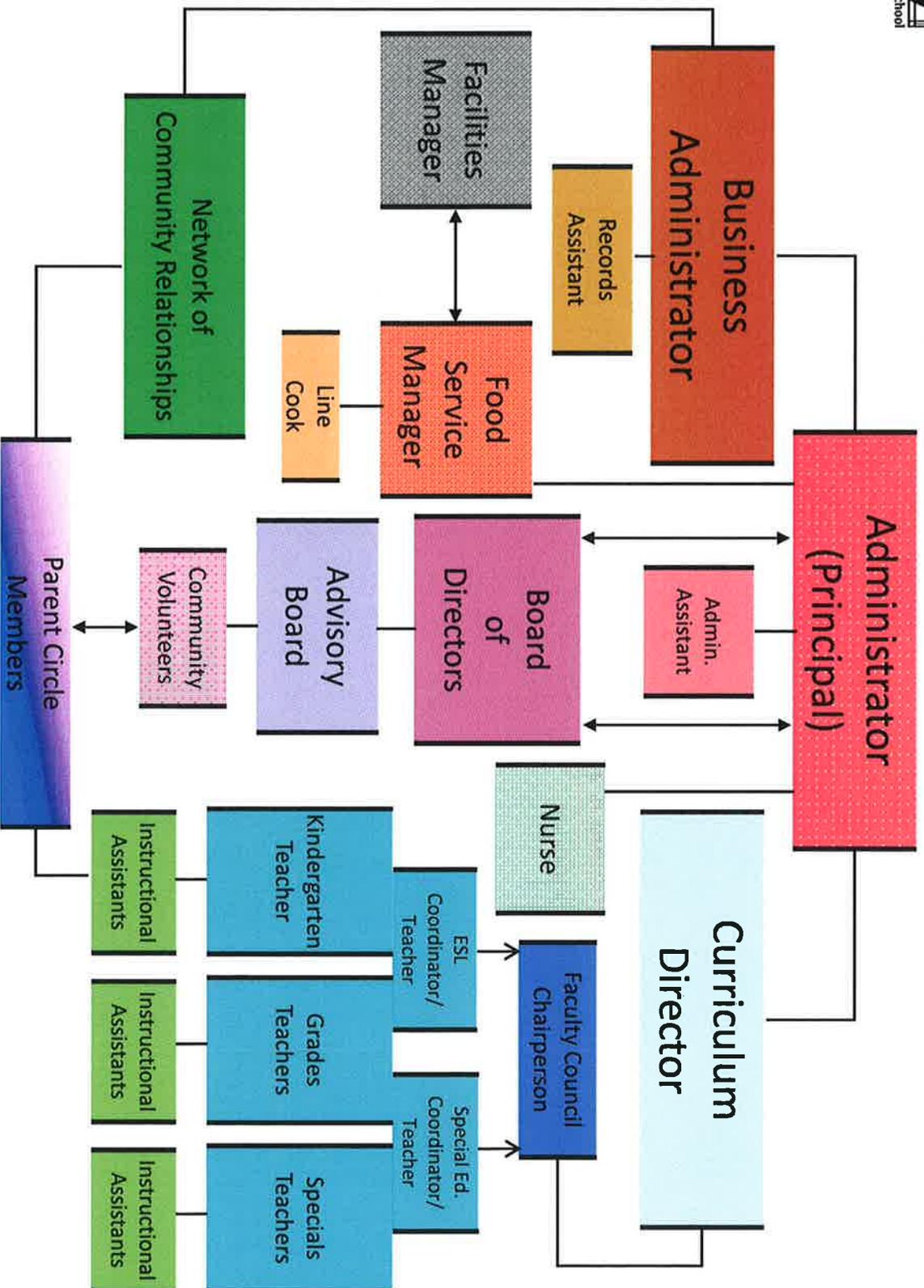
17. Please explain your understanding of the charter school's mission and/or philosophy. *Wisteria aims to cultivate the whole child. The intellectual, physical and emotional needs, not just the academic expectations. The school will be inclusive and multi-cultural which is an important and much needed element in the city of Buffalo.*
18. Please explain your understanding of the educational program of the charter school. *Art and creativity will be infused into the curriculum. Creativity will be encouraged, hands on learning will take place daily and students will be able to learn and grow at their own pace. All learning styles will be nurtured and celebrated.*
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. *Having observed many different schools, both public, parochial and charter, I believe the success of the school starts at the top with the administration, specifically the principal. They set the tone for the mood of the entire building. There needs to be a team of teachers that are fully on board with the mission of the school and they must feel fully supported by the administration. Time needs to be made for communication among all staff.*

### Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, I will commit to overseeing the operation of the school based on the mission statement. The students, families and community will always be the focus.*
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 all of these documents.*
22. Please provide any other information that you feel is pertinent to the Department's review. *My role as the Education Director of CEPA has given me unique perspectives on education. We bring the art forms of photography and creative writing into the classroom and students as well as teachers are transformed by the experience. Often it's the first time that students are encouraged to imagine, to stretch their mind and discover the creative side they all have. Typical schools don't give students this time to explore; hence they don't develop critical thinking skills. Creative thinking, empathy, decision making are a few of many things we need to instill in our youth and I believe the Wisteria Charter School will create this environment in which all students will flourish.*



# Visteria Charter School Governance Chart

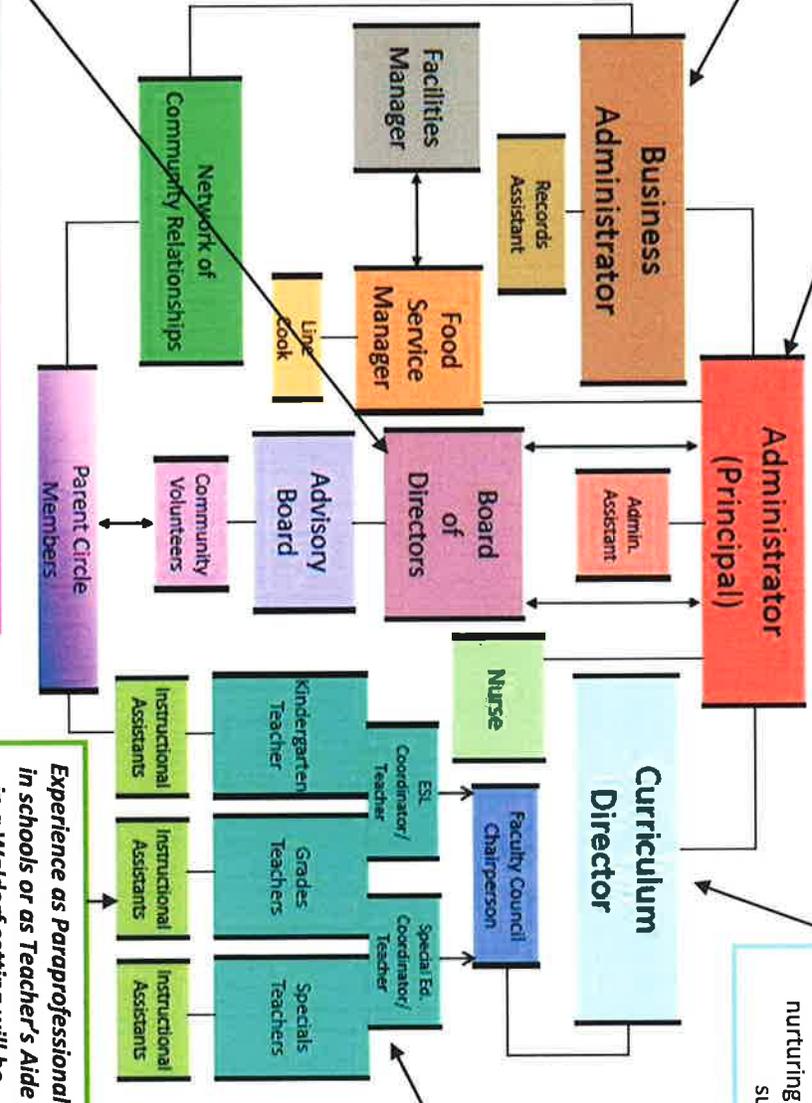


**BA in Accounting or Mathematics/ Technology Degree Experience in Business Management is a plus.**

BA will work closely with Administrator and CD as part of Admin. Committee. Support from the Records assistant allows for growth of school and programming. NYSTRS available if currently enrolled. External audits reinforce BA's importance.

**"Highly Qualified," NYS Certified in Education or Administration, Master's Degree plus 2+ yrs. Experience in Administration, Waldorf-Certified or training a plus.**

WCS will begin ASAP with Administrator Orientation. Healthy, happy work environment, strong Community partnerships, parent involvement, NYSTRS membership and Full Health benefits will attract and keep quality Administration. Principal will feel connected to parents, faculty and students for genuine "buy-in."



**The Board will serve as WCS's center—internally supporting administration, faculty and management operations. Because of input by Faculty Chair, School Principal and Parent Chair, the Board remains neutral on all fronts. Support from Advisory Board addresses fatigue and further fosters school community.**

**"Highly Qualified," NYS Certified in field of expertise, Master's Degree Required, Waldorf-Certified or trained a plus**

CD needs knowledge of Curriculum and Instructional methods at WCS. NYSTRS membership and Shared accountability and opportunities to teach classes in a nurturing close-knit environment will support this position.

**Experience as Paraprofessional in schools or as Teacher's Aide in a Waldorf setting will be desired.**

Assistants will be responsible for initial training prior to hiring, but reap the benefits of a strong school community and healthy lunch options.

**"Highly Qualified," NYS Certified in field of expertise, Waldorf-Certified or trained**

As 70% of teachers must be NYS certified, WCS is seeking experienced and effective teachers. We will provide summer intensive training for those not Waldorf certified, and ongoing school-year training and support. No. of teachers will grow annually and be given ample support staff. NYSTRS membership and Shared accountability and unique opportunities to teach Reg, ESL or Sp. Ed. classes in a nurturing close-knit environment will support this position.

### ***Job Descriptions***

Please see the Organization Governance Chart in the Required Attachment 10 to follow the chain of command in Wisteria's management structure.

#### **School Principal**

- The School Principal is the top administrator and head of the school operation. He or she reports directly to the Board of Directors and is responsible for carrying out the directives of the Board. The Principal sets the tone for learning and accountability at the school. He or she must be able provide positive leadership, motivate and serve as a role model to both teachers and students. Excellent communication skills are of paramount importance, as the principal must convey a vision for the school and broker buy-in from teachers, students and community members.

The Principal develops yearly campus improvement plans, and work with campus and community members to implement them. They are responsible for setting high curricular standards and meeting state requirements on state standardized tests.

The Principal interprets budgets and prioritizes fiscal needs based on those budgets. The Principal must be familiar with all district, state and federal requirements and ensure that the schools are in compliance with the requirements at all times.

He or she must create a positive school environment and maintain or implement an effective discipline plan to create a safe environment for students and staff. They are responsible for hiring quality teachers and staff members and evaluating them in a fair and unbiased manner.

Two year's experience and a Master's degree from an accredited college or university is required. Waldorf experience and training is plus.

#### **Curriculum Director**

The Curriculum Director reports to the School Principal in the management chain. He or she also represents the Faculty Council as its representative on the Board of Directors. The Curriculum Director plans and conducts workshops, conferences and teacher training institutes to introduce new methods and procedures, and to improve the quality of instruction. He or she will be expected to follow trends and best practices in curriculum development and instructional aides and methods, serving as a resource for teachers. He is responsible for researching, evaluating and ordering of new curriculum materials, supplies and equipment. She coordinates curriculum committees and advisory boards to relate curriculum materials to specific subject area and student needs, and to maintain continuity of instruction throughout the district. Curriculum Director will interpret and enforce a school district's adherence to all state and federal education guidelines, regulations and codes. A Master's degree from an accredited college or university is required. Waldorf experience and training is plus.

### **Business Administrator**

- The Business Administrator position is lateral to the Curriculum Director and also reports to the School Principal in the management chain. His or her duties includes keeping records on the operations of the business, prepares reports to share with other managerial staff and assures that the business is in compliance with all of the rules and regulations of its industry. He or she will conduct payroll reconciliation, reporting and benefits. should have studied in the topics of accounting, economics, marketing, finance, human resources and operations creates familiarity with how these departments function within a business. A bachelor's degree in business administration, mathematics or related field is required.

**New Application Budget(s) & Cash Flow(s) Template**

**Wisteria Charter School**

Contact Name: Dana Kemp  
Contact Email: [dkemp@wisteriacharterschool.org](mailto:dkemp@wisteriacharterschool.org)  
Contact Phone: 866-949-3274 ext. 1

Pre-Opening Period September 1, 2011 to June 30, 2012  
Operational Year ONE July 1, 2012 to June 30, 2013

**Wisteria Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
September 1, 2011 to June 30, 2012**

|                                      | 157,000 | <b>DESCRIPTION OF ASSUMPTIONS</b> |                                   |
|--------------------------------------|---------|-----------------------------------|-----------------------------------|
| <b>Total Revenue</b>                 | 128,878 |                                   |                                   |
| <b>Total Expenses</b>                | 28,122  |                                   |                                   |
| <b>Net Income</b>                    | 125     |                                   |                                   |
| <b>Actual Student Enrollment</b>     |         |                                   | Grades K-4, 25 Students per grade |
| <b>Total Paid Student Enrollment</b> | -       |                                   |                                   |

|  | <b>START-UP PERIOD</b> |
|--|------------------------|
|  |                        |

**REVENUE FROM STATE SOURCES**

| Per Pupil Revenue  | CY Per Pupil Rate | START-UP PERIOD |
|--|-------------------|-----------------|
| Buffalo  | 12,005            |                 |
| 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 Districts Per Pupil Funding)</b> | <b>12,005</b>     |                 |

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)

- Special Education Revenue
- Grants
- Stimulus
- DYCD (Department of Youth and Community Developmt.)
- Other

**TOTAL REVENUE FROM STATE SOURCES**

**REVENUE FROM FEDERAL FUNDING**

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

Total Grant = \$600,000, pre-op year (\$150,000), year 1 (250,000) and year 2 (200,000)

**TOTAL REVENUE FROM FEDERAL SOURCES**

**LOCAL and OTHER REVENUE**

- Contributions and Donations
- Fundraising
- Erate Reimbursement
- Earnings on Investments

|  |       |
|--|-------|
|  | 2,000 |
|  | 5,000 |
|  | -     |
|  | -     |

|   |                |
|---|----------------|
| Interest Income                                   | -              |
| Food Service (Income from meals)                  | -              |
| Text Book   | -              |
| OTHER   | 7,000          |
| <b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b> | <b>157,000</b> |

**EXPENSES**  
**ADMINISTRATIVE STAFF PERSONNEL COSTS**

|                                   | No. of Positions |               |
|-----------------------------------|------------------|---------------|
| Executive Management              | -                | -             |
| Instructional Management          | -                | -             |
| Deans, Directors & Coordinators   | 1.00             | 65,000        |
| CFO / Director of Finance         | -                | -             |
| Operation / Business Manager      | 0.50             | 25,000        |
| Administrative Staff              | -                | -             |
| <b>TOTAL ADMINISTRATIVE STAFF</b> | <b>1.50</b>      | <b>90,000</b> |

Full time Head of School for Pre-Opening Period  
Half time Business Manager for Pre-Opening Period

**INSTRUCTIONAL PERSONNEL COSTS**

|                            |          |          |
|----------------------------|----------|----------|
| Teachers - Regular         | -        | -        |
| Teachers - SPED            | -        | -        |
| Substitute Teachers        | -        | -        |
| Teaching Assistants        | -        | -        |
| Specialty Teachers         | -        | -        |
| Aides                      | -        | -        |
| Therapists & Counselors    | -        | -        |
| Other                      | -        | -        |
| <b>TOTAL INSTRUCTIONAL</b> | <b>-</b> | <b>-</b> |

**NON-INSTRUCTIONAL PERSONNEL COSTS**

|                                |             |               |
|--------------------------------|-------------|---------------|
| Nurse                          | -           | -             |
| Librarian                      | -           | -             |
| Custodian                      | -           | -             |
| Security                       | -           | -             |
| Other                          | -           | -             |
| <b>TOTAL NON-INSTRUCTIONAL</b> | <b>1.50</b> | <b>90,000</b> |

**SUBTOTAL PERSONNEL SERVICE COSTS**

|   |                |
|---|----------------|
| <b>PAYROLL TAXES AND BENEFITS</b>       |                |
| Payroll Taxes                           | 9,900          |
| Fringe / Employee Benefits              | 7,000          |
| Retirement / Pension                    | -              |
| <b>TOTAL PAYROLL TAXES AND BENEFITS</b> | <b>16,900</b>  |
| <b>TOTAL PERSONNEL SERVICE COSTS</b>    | <b>106,900</b> |

Estimated at 11% of Payroll  
Set health insurance maximum contribution to full time employees = \$7,000 annually, \$14,000 to Head of School  
NYSTRS to begin in Year 1

**CONTRACTED SERVICES**

|   |              |
|---|--------------|
| Accounting / Audit                          | 2,000        |
| Legal                                       | 1,000        |
| Management Company Fee                      | -            |
| Nurse Services                              | -            |
| Food Service / School Lunch                 | -            |
| Payroll Services                            | 208          |
| Special Ed Services                         | -            |
| Titlertment Services (i.e. Title I)         | -            |
| Other Purchased / Professional / Consulting | -            |
| <b>TOTAL CONTRACTED SERVICES</b>            | <b>3,208</b> |

**SCHOOL OPERATIONS**

|                |       |
|----------------|-------|
| Board Expenses | 1,000 |
|----------------|-------|

Classroom / Teaching Supplies & Materials  
 Special Ed Supplies & Materials  
 Textbooks / Workbooks  
 Supplies & Materials other  
 Equipment / Furniture  
 Telephone  
 Technology  
 Student Testing & Assessment  
 Field Trips  
 Transportation (student)  
 Student Services - other  
 Office Expense  
 Staff Development  
 Staff Recruitment  
 Student Recruitment / Marketing  
 School Meals / Lunch  
 Travel (Staff)  
 Fundraising  
 Other

Full feature computers for 2 administrative personnel

|        |
|--------|
| -      |
| -      |
| -      |
| -      |
| -      |
| 4,000  |
| -      |
| -      |
| -      |
| 1,200  |
| 7,770  |
| -      |
| 2,000  |
| -      |
| 1,800  |
| 1,000  |
| -      |
| 18,770 |

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

Insurance  
 Janitorial  
 Building and Land Rent / Lease  
 Repairs & Maintenance  
 Equipment / Furniture  
 Security  
 Utilities

|   |
|---|
| - |
| - |
| - |
| - |
| - |
| - |
| - |
| - |
| - |
| - |

**TOTAL FACILITY OPERATION & MAINTENANCE**

**DEPRECIATION & AMORTIZATION  
 DISSOLUTION ESCROW & RESERVES / CONTINGENCY**

|         |
|---------|
| -       |
| -       |
| 128,878 |

**TOTAL EXPENSES**

**NET INCOME**

28,122

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

Buffalo  
 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

|     |
|-----|
| 125 |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| -   |
| 125 |

**TOTAL ENROLLMENT**

**REVENUE PER PUPIL**

1,256

**EXPENSES PER PUPIL**

1,031





|   |       |       |       |       |       |        |       |   |
|---|-------|-------|-------|-------|-------|--------|-------|---|
| 167                                       | 167   | 167   | 167   | 167   | 167   | 165    | 1,000 | - |
| Board Expenses                            | -     | -     | -     | -     | -     | -      | -     | - |
| Classroom / Teaching Supplies & Materials | -     | -     | -     | -     | -     | -      | -     | - |
| Special Ed Supplies & Materials           | -     | -     | -     | -     | -     | -      | -     | - |
| Textbooks / Workbooks                     | -     | -     | -     | -     | -     | -      | -     | - |
| Supplies & Materials other                | -     | -     | -     | -     | -     | -      | -     | - |
| Equipment / Furniture                     | -     | -     | -     | -     | -     | -      | -     | - |
| Telephone                                 | -     | -     | -     | -     | -     | -      | -     | - |
| Technology                                | 4,000 | -     | -     | -     | -     | -      | 4,000 | - |
| Student Testing & Assessment              | -     | -     | -     | -     | -     | -      | -     | - |
| Field Trips                               | -     | -     | -     | -     | -     | -      | -     | - |
| Transportation (student)                  | -     | -     | -     | -     | -     | -      | -     | - |
| Student Services - other                  | -     | -     | -     | -     | -     | -      | -     | - |
| Office Expense                            | 200   | 200   | 200   | 200   | 200   | 200    | 1,200 | - |
| Staff Development                         | -     | 1,943 | 1,943 | 1,943 | 1,941 | -      | 7,770 | - |
| Staff Recruitment                         | 800   | 100   | 100   | 100   | 100   | 800    | 2,000 | - |
| Student Recruitment / Marketing           | -     | -     | -     | -     | -     | -      | -     | - |
| School Meals / Lunch                      | -     | -     | -     | -     | -     | -      | -     | - |
| Travel (Staff)                            | 300   | 300   | 300   | 300   | 300   | 300    | 1,800 | - |
| Fundraising                               | 167   | 167   | 167   | 167   | 167   | 165    | 1,000 | - |
| Other                                     | -     | -     | -     | -     | -     | -      | -     | - |
| TOTAL SCHOOL OPERATIONS                   | 5,634 | 2,877 | 2,877 | 2,875 | 1,630 | 18,770 | -     | - |

**FACILITY OPERATION & MAINTENANCE**

|  |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|
| Insurance                              | - | - | - | - | - | - | - | - |
| Janitorial                             | - | - | - | - | - | - | - | - |
| Building and Land Rent / Lease         | - | - | - | - | - | - | - | - |
| Repairs & Maintenance                  | - | - | - | - | - | - | - | - |
| Equipment / Furniture                  | - | - | - | - | - | - | - | - |
| Security                               | - | - | - | - | - | - | - | - |
| Utilities                              | - | - | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | - | - | - | - | - | - | - |

**DEPRECIATION & AMORTIZATION**

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|

**TOTAL EXPENSES**

|        |          |          |          |          |         |         |   |   |
|--------|----------|----------|----------|----------|---------|---------|---|---|
| 64,971 | 12,264   | 16,106   | 12,264   | 12,261   | 11,014  | 128,878 | - | - |
| 85,362 | (11,931) | (13,273) | (11,931) | (11,928) | (8,179) | 28,122  | - | - |

**CASH FLOW ADJUSTMENTS**

|   |        |          |          |          |         |        |   |   |
|---|--------|----------|----------|----------|---------|--------|---|---|
| OPERATING ACTIVITIES  | -      | -        | -        | -        | -       | -      | - | - |
| Example - Add Back Depreciation                               | -      | -        | -        | -        | -       | -      | - | - |
| Other   | -      | -        | -        | -        | -       | -      | - | - |
| Total Operating Activities                                    | -      | -        | -        | -        | -       | -      | - | - |
| INVESTMENT ACTIVITIES   | -      | -        | -        | -        | -       | -      | - | - |
| Example - Subtract Property and Equipment Expenditures        | -      | -        | -        | -        | -       | -      | - | - |
| Other   | -      | -        | -        | -        | -       | -      | - | - |
| Total Investment Activities                                   | -      | -        | -        | -        | -       | -      | - | - |
| FINANCING ACTIVITIES  | -      | -        | -        | -        | -       | -      | - | - |
| Example - Add Expected Proceeds from a Loan or Line of Credit | -      | -        | -        | -        | -       | -      | - | - |
| Other   | -      | -        | -        | -        | -       | -      | - | - |
| Total Financing Activities                                    | -      | -        | -        | -        | -       | -      | - | - |
| <b>Total Cash Flow Adjustments</b>                            | -      | -        | -        | -        | -       | -      | - | - |
| <b>NET INCOME</b>   | 85,362 | (11,931) | (13,273) | (11,931) | (8,179) | 28,122 | - | - |
| <b>Beginning Cash Balance</b>                                 | -      | -        | -        | -        | -       | -      | - | - |
| <b>ENDING CASH BALANCE</b>                                    | 85,362 | (11,931) | (13,273) | (11,931) | (8,179) | 28,122 | - | - |







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

**DESCRIPTION OF ASSUMPTIONS**

|                                      |           |          |          |         |           |
|--------------------------------------|-----------|----------|----------|---------|-----------|
| <b>Total Revenue</b>                 | 1,822,075 | 30,000   | -        | -       | 1,852,075 |
| <b>Total Expenses</b>                | 1,702,348 | 52,077   | 66,428   | 2,500   | 1,824,353 |
| <b>Net Income</b>                    | 119,727   | (22,077) | (66,428) | (2,500) | 27,722    |
| <b>Actual Student Enrollment</b>     | 125       | -        | -        | 1,000   | 125       |
| <b>Total Paid Student Enrollment</b> | -         | -        | -        | (1,000) | 125       |

Grades K-4, 25 students per grade

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

| REVENUE   | CY Per Pupil Rate | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL     |
|---|-------------------|-------------------|-------------------|-------|-------------|----------------------|-----------|
| <b>REVENUES FROM STATE SOURCES</b>                            |                   |                   |                   |       |             |                      |           |
| Per Pupil Revenue   |                   |                   |                   |       |             |                      |           |
| Buffalo   | 12,005            | 1,500,625         | -                 | -     | -           | -                    | 1,500,625 |
| School District 2 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 3 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 4 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 5 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 6 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 7 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 8 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 9 (Enter Name)                                | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 10 (Enter Name)                               | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 11 (Enter Name)                               | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 12 (Enter Name)                               | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 13 (Enter Name)                               | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 14 (Enter Name)                               | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District 15 (Enter Name)                               | -                 | -                 | -                 | -     | -           | -                    | -         |
| School District - ALL OTHER                                   | -                 | -                 | -                 | -     | -           | -                    | -         |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 12,005            | 1,500,625         | 30,000            | -     | -           | -                    | 1,530,625 |
| Special Education Revenue                                     |                   |                   |                   |       |             |                      |           |
| Grants  |                   |                   |                   |       |             |                      |           |
| Stimulus  |                   |                   |                   |       |             |                      |           |
| DYCD (Department of Youth and Community Development)          |                   |                   |                   |       |             |                      |           |
| Other   |                   | 25,000            | -                 | -     | -           | -                    | 25,000    |
| Other   |                   | 1,525,625         | 30,000            | -     | -           | -                    | 1,555,625 |
| TOTAL REVENUE FROM STATE SOURCES                              |                   |                   |                   |       |             |                      |           |
| <b>REVENUE FROM FEDERAL FUNDING</b>                           |                   |                   |                   |       |             |                      |           |
| IDEA Special Needs  |                   |                   |                   |       |             |                      |           |
| Title I   |                   |                   |                   |       |             |                      |           |
| Title Funding - Other   |                   |                   |                   |       |             |                      |           |
| School Food Service (Free Lunch)                              |                   | 16,200            | -                 | -     | -           | -                    | 16,200    |
| Grants  |                   | 250,000           | -                 | -     | -           | -                    | 250,000   |
| Charter School Program (CSP) Planning & Implementation        |                   |                   |                   |       |             |                      |           |
| Other   |                   | 266,200           | -                 | -     | -           | -                    | 266,200   |
| TOTAL REVENUE FROM FEDERAL SOURCES                            |                   |                   |                   |       |             |                      |           |
| <b>LOCAL and OTHER REVENUE</b>                                |                   |                   |                   |       |             |                      |           |
| Contributions and Donations                                   |                   | 1,000             | -                 | -     | -           | -                    | 1,000     |
| Fundraising   |                   | 5,000             | -                 | -     | -           | -                    | 5,000     |
| Erate Reimbursement   |                   | -                 | -                 | -     | -           | -                    | -         |
| Earnings on Investments                                       |                   | -                 | -                 | -     | -           | -                    | -         |
| Interest Income   |                   | -                 | -                 | -     | -           | -                    | -         |
| Food Service (Income from meals)                              |                   | 18,000            | -                 | -     | -           | -                    | 18,000    |
| Text Book   |                   | 6,250             | -                 | -     | -           | -                    | 6,250     |
| OTHER   |                   | 30,250            | -                 | -     | -           | -                    | 30,250    |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES                    |                   |                   |                   |       |             |                      |           |
| <b>TOTAL REVENUE</b>  |                   | 1,822,075         | 30,000            | -     | -           | -                    | 1,852,075 |

Stallier Foundation Grant of \$1,00,000 over 4 years

Estimate based on comparable charter school in Buffalo area

(200,000)

Estimate based on comparable charter school in Buffalo area  
Based on approximate \$50 per student

| EXPENSES                                    | No. of Positions |
|---|------------------|
| <b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b> |                  |
| Executive Management                        | -                |
| Instructional Management                    | 1.00             |
| Deans, Directors & Coordinators             | 1.00             |
| CFO / Director of Finance                   | 1.00             |
| Operation / Business Manager                | 2.00             |
| Administrative Staff                        | 55,000           |

TOTAL ADMINISTRATIVE STAFF

INSTRUCTIONAL PERSONNEL COSTS

|                         |         |        |   |   |   |         |
|-------------------------|---------|--------|---|---|---|---------|
| Teachers - Regular      | 161,540 | -      | - | - | - | 220,000 |
| Teachers - SPED         | 32,308  | -      | - | - | - | 161,540 |
| Substitute Teachers     | 18,000  | -      | - | - | - | 32,308  |
| Teaching Assistants     | 92,884  | -      | - | - | - | 18,000  |
| Specialty Teachers      | 64,616  | -      | - | - | - | 92,884  |
| Aides                   | -       | -      | - | - | - | 64,616  |
| Therapists & Counselors | -       | -      | - | - | - | -       |
| Other                   | -       | -      | - | - | - | -       |
| TOTAL INSTRUCTIONAL     | 337,040 | 32,308 | - | - | - | 369,348 |

Per diem employees at \$100 per day  
One Teacher Assistant for each academic classroom  
Four half time Specialists Teachers

NON-INSTRUCTIONAL PERSONNEL COSTS

|                         |        |        |   |   |   |        |
|-------------------------|--------|--------|---|---|---|--------|
| Nurse                   | 14,400 | -      | - | - | - | 14,400 |
| Librarian               | 14,400 | -      | - | - | - | 14,400 |
| Custodian               | -      | 23,000 | - | - | - | 23,000 |
| Security                | -      | -      | - | - | - | -      |
| Other                   | 24,232 | -      | - | - | - | 24,232 |
| TOTAL NON-INSTRUCTIONAL | 28,800 | 47,232 | - | - | - | 76,032 |

One half time Nurse  
One half time Librarian  
Full time Cook

SUBTOTAL PERSONNEL SERVICE COSTS

|  |         |        |        |   |   |         |
|--|---------|--------|--------|---|---|---------|
|  | 585,840 | 32,308 | 47,232 | - | - | 665,380 |
|--|---------|--------|--------|---|---|---------|

PAYROLL TAXES AND BENEFITS

|                                  |         |        |        |   |   |         |
|----------------------------------|---------|--------|--------|---|---|---------|
| Payroll Taxes                    | 64,442  | 3,554  | 5,196  | - | - | 73,192  |
| Fringe / Employee Benefits       | 126,000 | 7,000  | 14,000 | - | - | 147,000 |
| Retirement / Pension             | 65,716  | 3,715  | -      | - | - | 69,431  |
| TOTAL PAYROLL TAXES AND BENEFITS | 256,158 | 14,269 | 19,196 | - | - | 289,623 |

Estimated at 11% of payroll  
Head of School  
NYSTRS 11.5% contribution for teachers and senior administrative staff

TOTAL PERSONNEL SERVICE COSTS

|  |         |        |        |   |   |         |
|--|---------|--------|--------|---|---|---------|
|  | 841,998 | 46,577 | 66,428 | - | - | 955,003 |
|--|---------|--------|--------|---|---|---------|

CONTRACTED SERVICES

|   |        |   |   |   |   |        |
|---|--------|---|---|---|---|--------|
| Accounting / Audit                          | 25,000 | - | - | - | - | 25,000 |
| Legal                                       | 2,000  | - | - | - | - | 2,000  |
| Management Company Fee                      | -      | - | - | - | - | -      |
| Nurse Services                              | -      | - | - | - | - | -      |
| Food Service / School Lunch                 | 25,000 | - | - | - | - | 25,000 |
| Payroll Services                            | 3,000  | - | - | - | - | 3,000  |
| Special Ed Services                         | -      | - | - | - | - | -      |
| Titlement Services (i.e., Title I)          | -      | - | - | - | - | -      |
| Other Purchased / Professional / Consulting | 10,000 | - | - | - | - | 10,000 |
| TOTAL CONTRACTED SERVICES                   | 65,000 | - | - | - | - | 65,000 |

statements  
Will contract with Grant Writer

SCHOOL OPERATIONS

|   |         |       |       |   |   |         |
|---|---------|-------|-------|---|---|---------|
| Board Expenses                            | 1,000   | -     | -     | - | - | 1,000   |
| Classroom / Teaching Supplies & Materials | 15,000  | -     | -     | - | - | 15,000  |
| Special Ed Supplies & Materials           | 1,000   | -     | -     | - | - | 1,000   |
| Textbooks / Workbooks                     | 11,000  | -     | -     | - | - | 11,000  |
| Supplies & Materials other                | 3,000   | -     | -     | - | - | 3,000   |
| Equipment / Furniture                     | 120,000 | 3,000 | -     | - | - | 123,000 |
| Telephone                                 | 20,000  | -     | -     | - | - | 20,000  |
| Technology                                | 37,500  | 1,500 | -     | - | - | 39,000  |
| Student Testing & Assessment              | 4,000   | -     | -     | - | - | 4,000   |
| Field Trips                               | 5,000   | -     | -     | - | - | 5,000   |
| Transportation (student)                  | -       | -     | -     | - | - | -       |
| Student Services - other                  | 1,250   | -     | -     | - | - | 1,250   |
| Office Expense                            | 12,000  | -     | -     | - | - | 12,000  |
| Staff Development                         | 8,800   | -     | -     | - | - | 8,800   |
| Staff Recruitment                         | 2,000   | -     | -     | - | - | 2,000   |
| Student Recruitment / Marketing           | 1,000   | -     | -     | - | - | 1,000   |
| School Meals / Lunch                      | 60,000  | -     | -     | - | - | 60,000  |
| Travel (Staff)                            | 1,800   | -     | -     | - | - | 1,800   |
| Fundraising                               | -       | -     | 1,000 | - | - | 1,000   |
| Other                                     | -       | -     | -     | - | - | -       |
| TOTAL SCHOOL OPERATIONS                   | 303,350 | 5,500 | 1,000 | - | - | 312,350 |

publishers.  
Staff and student desks, tables, chairs, book shelves, cabinets, green house etc.  
Phone system w/installation plus monthly charges  
Admin & instruction staff computer hardware, software, network, wiring, printers  
BOCES services  
Monthly copier maintenance contract etc.  
Cost of food and kitchen tools  
NYCSA membership etc.

FACILITY OPERATION & MAINTENANCE

|  |         |   |   |   |   |         |
|--|---------|---|---|---|---|---------|
| Insurance                              | 24,000  | - | - | - | - | 24,000  |
| Janitorial                             | 4,000   | - | - | - | - | 4,000   |
| Building and Land Rent / Lease         | 300,000 | - | - | - | - | 300,000 |
| Repairs & Maintenance                  | 60,000  | - | - | - | - | 60,000  |
| Equipment / Furniture                  | 12,000  | - | - | - | - | 12,000  |
| Security                               | 12,000  | - | - | - | - | 12,000  |
| Utilities                              | 80,000  | - | - | - | - | 80,000  |
| TOTAL FACILITY OPERATION & MAINTENANCE | 492,000 | - | - | - | - | 492,000 |

Liability, Umbrella, Workers Comp etc.  
Lease holder improvements  
Security system and month-to-month costs

DEPRECIATION & AMORTIZATION  
DISSOLUTION ESCROW & RESERVES / CONTINGENCY



**Charter School Name Here**  
**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>  | 250,204 | 251,100 | 252,004   | 29,700    | 261,304  | 4,700     | 267,554 | 4,700     | 261,304 | 4,700     | 261,304 | 3,600     | 1,852,075 |
| <b>Total Expenses</b>   | 93,274  | 249,383 | 150,090   | 165,090   | 140,479  | 143,579   | 141,591 | 140,979   | 174,215 | 140,983   | 141,595 | 143,095   | 1,424,353 |
| <b>Net Income</b>   | 156,933 | 1,717   | 101,914   | (135,390) | 120,825  | (138,879) | 125,963 | (136,279) | 87,089  | (136,283) | 119,709 | (139,495) | 27,722    |
| <b>Cash Flow Adjustments</b>                                  | 33,672  | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| <b>Beginning Cash Balance</b>                                 | 190,605 | 1,717   | 101,914   | (135,390) | 120,825  | (138,879) | 125,963 | (136,279) | 87,089  | (136,283) | 119,709 | (139,495) | 61,394    |
| <b>Net Income</b>   | 156,933 | 1,717   | 101,914   | (135,390) | 120,825  | (138,879) | 125,963 | (136,279) | 87,089  | (136,283) | 119,709 | (139,495) | 27,722    |
| <b>REVENUE</b>  |         |         |           |           |          |           |         |           |         |           |         |           |           |
| <b>REVENUES FROM STATE SOURCES</b>                            |         |         |           |           |          |           |         |           |         |           |         |           |           |
| Per Pupil Revenue   | 12,005  |         |           |           |          |           |         |           |         |           |         |           |           |
| Burford   | 250,104 | 250,104 | 250,104   | 250,104   | 250,104  | 250,104   | 250,104 | 250,104   | 250,104 | 250,104   | 250,104 | 250,104   | 1,500,625 |
| 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) | 250,104 | 250,104 | 250,104   | 250,104   | 250,104  | 250,104   | 250,104 | 250,104   | 250,104 | 250,104   | 250,104 | 250,104   | 1,500,625 |
| Special Education Revenue                                     | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Grants  | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Stimulus  | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| DYCD (Department of Youth and Community Development)          | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Other   | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| <b>TOTAL REVENUE FROM STATE SOURCES</b>                       | 250,104 | 250,104 | 250,104   | 250,104   | 250,104  | 250,104   | 250,104 | 250,104   | 250,104 | 250,104   | 250,104 | 250,104   | 1,500,625 |
| <b>REVENUE FROM FEDERAL FUNDING</b>                           |         |         |           |           |          |           |         |           |         |           |         |           |           |
| IDEA 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>                                |         |         |           |           |          |           |         |           |         |           |         |           |           |
| Contributors and Donations                                    | 100     | 100     | 100       | 100       | 100      | 100       | 100     | 100       | 100     | 100       | 100     | 100       | 1,000     |
| Fundraising   | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Erate Reimbursement   | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Earnings on Investments                                       | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Interest Income   | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Food Service (Income from meals)                              | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| Text Book   | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| OTHER   | -       | -       | -         | -         | -        | -         | -       | -         | -       | -         | -       | -         | -         |
| <b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>             | 100     | 100     | 100       | 100       | 100      | 100       | 100     | 100       | 100     | 100       | 100     | 100       | 1,000     |
| <b>TOTAL REVENUE</b>  | 250,204 | 251,100 | 252,004   | 29,700    | 261,304  | 4,700     | 267,554 | 4,700     | 261,304 | 4,700     | 261,304 | 3,600     | 1,852,075 |

|   | July  | August | September | October | November | December | January | February | March | April | May   | June  | TOTAL  |
|---|-------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-------|-------|--------|
| <b>EXPENSES</b>                             |       |        |           |         |          |          |         |          |       |       |       |       |        |
| <b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b> |       |        |           |         |          |          |         |          |       |       |       |       |        |
| Executive Management                        | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| Instructional Management                    | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| Deans, Directors & Coordinators             | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| CEO / Director of Finance                   | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| Operator / Business Manager                 | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| Administrative Staff                        | 2.00  | 2.00   | 2.00      | 2.00    | 2.00     | 2.00     | 2.00    | 2.00     | 2.00  | 2.00  | 2.00  | 2.00  | 20.00  |
| <b>TOTAL ADMINISTRATIVE STAFF</b>           | 5.00  | 5.00   | 5.00      | 5.00    | 5.00     | 5.00     | 5.00    | 5.00     | 5.00  | 5.00  | 5.00  | 5.00  | 50.00  |
| <b>INSTRUCTIONAL PERSONNEL COSTS</b>        |       |        |           |         |          |          |         |          |       |       |       |       |        |
| Teachers - Regular                          | 5.00  | 5.00   | 5.00      | 5.00    | 5.00     | 5.00     | 5.00    | 5.00     | 5.00  | 5.00  | 5.00  | 5.00  | 50.00  |
| Teachers - SPED                             | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| Substitute Teachers                         | 1.00  | 1.00   | 1.00      | 1.00    | 1.00     | 1.00     | 1.00    | 1.00     | 1.00  | 1.00  | 1.00  | 1.00  | 10.00  |
| Teaching Assistants                         | 5.00  | 5.00   | 5.00      | 5.00    | 5.00     | 5.00     | 5.00    | 5.00     | 5.00  | 5.00  | 5.00  | 5.00  | 50.00  |
| Specialty Teachers                          | 2.00  | 2.00   | 2.00      | 2.00    | 2.00     | 2.00     | 2.00    | 2.00     | 2.00  | 2.00  | 2.00  | 2.00  | 20.00  |
| Aides                                       | -     | -      | -         | -       | -        | -        | -       | -        | -     | -     | -     | -     | -      |
| Therapists & Counselors                     | -     | -      | -         | -       | -        | -        | -       | -        | -     | -     | -     | -     | -      |
| Other                                       | -     | -      | -         | -       | -        | -        | -       | -        | -     | -     | -     | -     | -      |
| <b>TOTAL INSTRUCTIONAL</b>                  | 14.00 | 14.00  | 14.00     | 14.00   | 14.00    | 14.00    | 14.00   | 14.00    | 14.00 | 14.00 | 14.00 | 14.00 | 140.00 |

CK - Should be Zero

**NON-INSTRUCTIONAL PERSONNEL COSTS**

|                                |              |               |               |               |               |               |               |               |               |               |               |               |               |                |
|--------------------------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Nurse                          | -            | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 14,400         |
| Librarian                      | -            | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 1,440         | 14,400         |
| Custodian                      | -            | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 23,000         |
| Security                       | 1,769        | 2,655         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 1,769         | 23,000         |
| Other                          | -            | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 2,308         | 24,232         |
|                                | 1,769        | 2,655         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 6,927         | 76,032         |
| <b>TOTAL NON-INSTRUCTIONAL</b> | <b>22.00</b> | <b>28,040</b> | <b>59,342</b> | <b>58,842</b> | <b>59,342</b> | <b>665,380</b> |

**NON-INSTRUCTIONAL SERVICE COSTS**

|  |               |               |               |               |               |               |               |               |               |               |               |               |               |                |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Payroll Taxes                                | 2,056         | 3,084         | 6,528         | 6,473         | 6,473         | 6,473         | 6,473         | 6,473         | 6,473         | 6,473         | 6,473         | 6,473         | 6,473         | 73,192         |
| Fringe / Employee Benefits                   | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 12,250        | 147,000        |
| Retirement / Pension                         | 1,846         | 2,919         | 6,130         | 6,132         | 6,132         | 6,132         | 6,132         | 6,132         | 6,132         | 6,132         | 6,132         | 6,132         | 6,132         | 69,431         |
| <b>TOTAL PAYROLL TAXES AND BENEFITS</b>      | <b>15,252</b> | <b>18,254</b> | <b>24,967</b> | <b>24,855</b> | <b>289,623</b> |
| <b>TOTAL NON-INSTRUCTIONAL SERVICE COSTS</b> | <b>34,944</b> | <b>46,294</b> | <b>84,309</b> | <b>83,697</b> | <b>84,309</b> | <b>955,003</b> |

**CONTRACTED SERVICES**

|   |              |              |              |              |              |              |              |              |              |              |              |              |              |               |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Accounting / Audit                          | 2,087        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 2,083        | 25,000        |
| Legal                                       | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 167          | 2,000         |
| Management Company Fee                      | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -             |
| Nurse Services                              | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -             |
| Food Service / School Lunch                 | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -             |
| Payroll Services                            | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 250          | 3,000         |
| Special Ed Services                         | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -             |
| Tilement Services (i.e. Title I)            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -            | -             |
| Other Purchased / Professional / Consulting | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 833          | 10,000        |
| <b>TOTAL CONTRACTED SERVICES</b>            | <b>3,337</b> | <b>3,333</b> | <b>5,833</b> | <b>65,000</b> |

**SCHOOL OPERATIONS**

|   |                |              |                |                  |                |                  |                |                  |               |                  |                |                  |               |         |
|---|----------------|--------------|----------------|------------------|----------------|------------------|----------------|------------------|---------------|------------------|----------------|------------------|---------------|---------|
| Board Expenses                            | 83             | 83           | 83             | 83               | 83             | 83               | 83             | 83               | 83            | 83               | 83             | 83               | 83            | 1,000   |
| Classroom / Teaching Supplies & Materials | 2,500          | 1,250        | 1,250          | 1,250            | 1,250          | 1,250            | 1,250          | 1,250            | 1,250         | 1,250            | 1,250          | 1,250            | 1,250         | 15,000  |
| Special Ed Supplies & Materials           | 166            | 83           | 83             | 83               | 83             | 83               | 83             | 83               | 83            | 83               | 83             | 83               | 83            | 1,000   |
| Textbooks / Workbooks                     | 11,000         | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | 11,000  |
| Supplies & Materials other                | 1,500          | 1,500        | 1,500          | 1,500            | 1,500          | 1,500            | 1,500          | 1,500            | 1,500         | 1,500            | 1,500          | 1,500            | 1,500         | 3,000   |
| Equipment / Furniture                     | 93,000         | 3,000        | 3,000          | 3,000            | 3,000          | 3,000            | 3,000          | 3,000            | 3,000         | 3,000            | 3,000          | 3,000            | 3,000         | 123,000 |
| Telephone                                 | 16,000         | 400          | 400            | 400              | 400            | 400              | 400            | 400              | 400           | 400              | 400            | 400              | 400           | 20,000  |
| Technology                                | 30,000         | 9,000        | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | 39,000  |
| Student Testing & Assessment              | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | -       |
| Field Trips                               | -              | 500          | 500            | 500              | 500            | 500              | 500            | 500              | 500           | 500              | 500            | 500              | 500           | 4,000   |
| Transportation (student)                  | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | -       |
| Student Services - other                  | 1,000          | 125          | 125            | 125              | 125            | 125              | 125            | 125              | 125           | 125              | 125            | 125              | 125           | 1,250   |
| Office Expenses                           | 4,400          | 1,000        | 1,000          | 1,000            | 1,000          | 1,000            | 1,000          | 1,000            | 1,000         | 1,000            | 1,000          | 1,000            | 1,000         | 12,000  |
| Staff Development                         | 500            | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | 8,800   |
| Staff Recruitment / Marketing             | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | -       |
| School Meals / Lunch                      | 600            | 600          | 600            | 600              | 600            | 600              | 600            | 600              | 600           | 600              | 600            | 600              | 600           | 6,000   |
| Travel (Staff)                            | 208            | 208          | 208            | 208              | 208            | 208              | 208            | 208              | 208           | 208              | 208            | 208              | 208           | 1,800   |
| Fundraising                               | 8,291          | 161,457      | 21,549         | 17,649           | 15,749         | 13,149           | 13,149         | 13,149           | 13,149        | 13,149           | 13,149         | 13,149           | 13,149        | 312,350 |
| <b>TOTAL SCHOOL OPERATIONS</b>            | <b>156,933</b> | <b>1,717</b> | <b>101,914</b> | <b>(138,390)</b> | <b>120,825</b> | <b>(118,879)</b> | <b>125,963</b> | <b>(136,279)</b> | <b>87,089</b> | <b>(136,283)</b> | <b>119,610</b> | <b>(139,495)</b> | <b>27,722</b> |         |

**FACILITY OPERATION & MAINTENANCE**

|   |                |                |                |                  |                |                  |                |                  |                |                  |                |                  |                |                  |
|---|----------------|----------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| Insurance   | 333            | 333            | 333            | 333              | 333            | 333              | 333            | 333              | 333            | 333              | 333            | 333              | 333            | 4,000            |
| Janitorial  | 25,000         | 25,000         | 25,000         | 25,000           | 25,000         | 25,000           | 25,000         | 25,000           | 25,000         | 25,000           | 25,000         | 25,000           | 25,000         | 300,000          |
| Building and Land Rent / Leases                   | 5,000          | 5,000          | 5,000          | 5,000            | 5,000          | 5,000            | 5,000          | 5,000            | 5,000          | 5,000            | 5,000          | 5,000            | 5,000          | 60,000           |
| Repairs & Maintenance                             | 1,000          | 1,000          | 1,000          | 1,000            | 1,000          | 1,000            | 1,000          | 1,000            | 1,000          | 1,000            | 1,000          | 1,000            | 1,000          | 12,000           |
| Equipment / Furniture                             | 8,700          | 300            | 300            | 300              | 300            | 300              | 300            | 300              | 300            | 300              | 300            | 300              | 300            | 3,600            |
| Security  | 6,662          | 6,662          | 6,662          | 6,662            | 6,662          | 6,662            | 6,662          | 6,662            | 6,662          | 6,662            | 6,662          | 6,662            | 6,662          | 80,000           |
| Utilities   | 46,699         | 38,299         | 38,299         | 38,300           | 38,300         | 38,300           | 38,300         | 38,300           | 38,301         | 38,301           | 38,301         | 38,301           | 38,301         | 492,000          |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b> | <b>93,271</b>  | <b>749,383</b> | <b>150,090</b> | <b>165,090</b>   | <b>149,475</b> | <b>143,579</b>   | <b>141,591</b> | <b>140,979</b>   | <b>174,215</b> | <b>140,983</b>   | <b>141,595</b> | <b>143,095</b>   | <b>143,095</b> | <b>1,824,353</b> |
| <b>TOTAL DEPRECIATION &amp; AMORTIZATION</b>      | <b>156,933</b> | <b>1,717</b>   | <b>101,914</b> | <b>(138,390)</b> | <b>120,825</b> | <b>(118,879)</b> | <b>125,963</b> | <b>(136,279)</b> | <b>87,089</b>  | <b>(136,283)</b> | <b>119,610</b> | <b>(139,495)</b> | <b>27,722</b>  |                  |

**DEPRECIATION & AMORTIZATION**

|  |                |                |                |                  |                |                  |                |                  |                |                  |                |                  |                |                  |
|--|----------------|----------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| DISOLUTION ESCROW & RESERVES / CONTINGENCY | -              | -              | -              | -                | -              | -                | -              | -                | -              | -                | -              | -                | -              | -                |
| <b>TOTAL EXPENSES</b>                      | <b>93,271</b>  | <b>749,383</b> | <b>150,090</b> | <b>165,090</b>   | <b>149,475</b> | <b>143,579</b>   | <b>141,591</b> | <b>140,979</b>   | <b>174,215</b> | <b>140,983</b>   | <b>141,595</b> | <b>143,095</b>   | <b>143,095</b> | <b>1,824,353</b> |
| <b>NET INCOME</b>                          | <b>156,933</b> | <b>1,717</b>   | <b>101,914</b> | <b>(138,390)</b> | <b>120,825</b> | <b>(118,879)</b> | <b>125,963</b> | <b>(136,279)</b> | <b>87,089</b>  | <b>(136,283)</b> | <b>119,610</b> | <b>(139,495)</b> | <b>27,722</b>  |                  |

**CASH FLOW ADJUSTMENTS**

|   |                |              |                |                  |                |                  |                |                  |               |                  |                |                  |               |   |
|---|----------------|--------------|----------------|------------------|----------------|------------------|----------------|------------------|---------------|------------------|----------------|------------------|---------------|---|
| OPERATING ACTIVITIES  | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Example - Add Back Depreciation                             | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Other   | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Total Operating Activities                                  | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| INVESTMENT ACTIVITIES                                       | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Example - Subtract Property and Equipment Expenditures      | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Other   | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Total Investment Activities                                 | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| FINANCING ACTIVITIES  | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Example - Add Escrow Proceeds from a Loan or Line of Credit | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Other   | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| Total Financing Activities                                  | -              | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | - |
| <b>Total Cash Flow Adjustments</b>                          | <b>156,933</b> | <b>1,717</b> | <b>101,914</b> | <b>(138,390)</b> | <b>120,825</b> | <b>(118,879)</b> | <b>125,963</b> | <b>(136,279)</b> | <b>87,089</b> | <b>(136,283)</b> | <b>119,610</b> | <b>(139,495)</b> | <b>27,722</b> |   |

**NET INCOME**

|                            |                |              |                |                  |                |                  |                |                  |               |                  |                |                  |               |        |
|----------------------------|----------------|--------------|----------------|------------------|----------------|------------------|----------------|------------------|---------------|------------------|----------------|------------------|---------------|--------|
| Beginning Cash Balance     | 39,672         | -            | -              | -                | -              | -                | -              | -                | -             | -                | -              | -                | -             | 39,672 |
| <b>ENDING CASH BALANCE</b> | <b>190,605</b> | <b>1,717</b> | <b>101,914</b> | <b>(138,390)</b> | <b>120,825</b> | <b>(118,879)</b> | <b>125,963</b> | <b>(136,279)</b> | <b>87,089</b> | <b>(136,283)</b> | <b>119,610</b> | <b>(139,495)</b> | <b>61,394</b> |        |

**DESCRIPTION OF ASSUMPTIONS**

**Wisteria Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD  
this Tab Should Be For the First Five Years of Actual Operations.**

\*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<br>2012-13 | Year 2<br>2013-14 | Year 3<br>2014-15 | Year 4<br>2015-16 | Year 5<br>2016-17 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Total Revenue</b>                             | 1,852,075         | 2,152,290         | 2,291,573         | 2,608,683         | 2,903,879         |
| <b>Total Expenses</b>                            | 1,824,353         | 1,984,568         | 2,257,380         | 2,502,868         | 2,759,179         |
| <b>Net Income (Before Cash Flow Adjustments)</b> | 27,722            | 167,722           | 34,193            | 105,814           | 144,699           |
| <b>Actual Student Enrollment</b>                 | 125               | 150               | 175               | 200               | 225               |
| <b>Total Paid Student Enrollment</b>             | -                 | -                 | -                 | -                 | -                 |

**REVENUE**  
Per Pupil Revenue (Average Districts Per Pupil Funding)

**REVENUES FROM STATE SOURCES**  
Per Pupil Revenue

|                                 | Year 1<br>2012-13 | Year 2<br>2013-14 | Year 3<br>2014-15 | Year 4<br>2015-16 | Year 5<br>2016-17 |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Buffalo                         | 1,500,625         | 1,800,750         | 2,100,875         | 2,401,000         | 2,701,125         |
| 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     | 1,500,625         | 1,800,750         | 2,100,875         | 2,401,000         | 2,701,125         |
| Special Education Revenue       | 30,000            | -                 | -                 | -                 | -                 |

**REVENUES FROM FEDERAL FUNDING**  
Per Pupil Revenue

|  |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
| Stimulus   | -         | -         | -         | -         | -         |
| DYCD (Department of Youth and Community Development) | -         | -         | -         | -         | -         |
| Other  | 25,000    | 25,000    | 25,000    | 25,000    | 25,000    |
| <b>TOTAL REVENUE FROM STATE SOURCES</b>              | 1,555,625 | 1,825,750 | 2,125,875 | 2,426,000 | 2,701,125 |

**REVENUE FROM FEDERAL FUNDING**

|  |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|
| IDEA Special Needs                                     | -       | 3,000   | 3,600   | 4,320   | 5,184   |
| Title I  | -       | 15,000  | 18,000  | 21,600  | 25,920  |
| Title Funding - Other                                  | -       | 4,000   | 4,800   | 5,760   | 6,912   |
| School Food Service (Free Lunch)                       | 16,200  | 19,440  | 23,328  | 27,994  | 33,592  |
| Grants   | 250,000 | 200,000 | 75,000  | 75,000  | 75,000  |
| Charter School Program (CSP) Planning & Implementation | -       | -       | -       | -       | -       |
| Other  | -       | 50,000  | 75,000  | 75,000  | 75,000  |
| <b>TOTAL REVENUE FROM FEDERAL SOURCES</b>              | 266,200 | 291,440 | 124,728 | 134,674 | 146,608 |

**LOCAL and OTHER REVENUE**

|   |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
| Contributions and Donations                       | 1,000  | 500    | 250    | 250    | 250    |
| Fundraising                                       | 5,000  | 5,500  | 6,050  | 6,655  | 7,321  |
| Erate Reimbursement                               | -      | -      | -      | -      | -      |
| Earnings on Investments                           | -      | -      | -      | -      | -      |
| Interest Income                                   | -      | -      | -      | -      | -      |
| Food Service (Income from meals)                  | 18,000 | 21,600 | 25,920 | 31,104 | 37,325 |
| Text Book   | 6,250  | 7,500  | 8,750  | 10,000 | 11,250 |
| OTHER   | -      | -      | -      | -      | -      |
| <b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b> | 30,250 | 35,100 | 40,970 | 48,009 | 56,145 |

**TOTAL REVENUE**

|                      |           |           |           |           |           |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| <b>TOTAL REVENUE</b> | 1,852,075 | 2,152,290 | 2,291,573 | 2,608,683 | 2,903,879 |
|----------------------|-----------|-----------|-----------|-----------|-----------|

Trends do not suggest future increases in Per Pupil Revenues

Statter Foundation Grant of \$100,000 over 4 years

Title 2 & 3, training, recruitment and technology  
Adding 25 students per year for approximate 20% per year increase

year 2 (200,000)  
Grant Writer on staff should secure grants by year 2 and beyond

Adding 25 students per year for approximate 20% per year increase  
Adding 25 students per year for increase of \$1,250 per year

**EXPENSES**  
ADMINISTRATIVE STAFF PERSONNEL COSTS  
Executive Management

|                  |   |
|------------------|---|
| No. of Positions | - |
|------------------|---|

|   |       |         |           |            |            |            |  |
|---|-------|---------|-----------|------------|------------|------------|--|
| Instructional Management                    | 1.00  | 50,000  | 51,500    | 53,045     | 54,636     | 56,275     | 3% salary increase per year  |
| Deans, Directors & Coordinators             | 1.00  | 65,000  | 66,950    | 68,959     | 71,027     | 73,158     | 3% salary increase per year  |
| CFO / Director of Finance                   | -     | -       | -         | -          | -          | -          | -  |
| Operation / Business Manager                | 1.00  | 50,000  | 51,500    | 53,045     | 54,636     | 56,275     | 3% salary increase per year  |
| Administrative Staff                        | 2.00  | 55,000  | 56,650    | 58,350     | 60,100     | 61,903     | -  |
| TOTAL ADMINISTRATIVE STAFF                  | 5.00  | 220,000 | 228,600   | 233,398    | 240,400    | 247,612    | -  |
| <b>INSTRUCTIONAL PERSONNEL COSTS</b>        |       |         |           |            |            |            |  |
| Teachers - Regular                          | 5.00  | 161,540 | 246,000   | 293,380    | 342,181    | 392,447    | Add one Teaching position per year and 3% salary increase per year |
| Teachers - SPED                             | 1.00  | 32,308  | 41,200    | 82,436     | 84,909     | 127,456    | Add one Spec Ed position in year 3 and year 5, 3% salary increases |
| Substitute Teachers                         | 1.00  | 19,000  | 19,800    | 21,780     | 23,958     | 26,354     | Per diem days increase by 10% per year                             |
| Teaching Assistants                         | 5.00  | 92,884  | 141,450   | 168,694    | 196,754    | 225,657    | year   |
| Specialty Teachers                          | 2.00  | 64,616  | 102,400   | 125,472    | 149,236    | 173,713    | with benefits)   |
| Aides                                       | -     | -       | -         | -          | -          | -          | -  |
| Therapists & Counselors                     | -     | -       | -         | -          | 40,000     | 41,200     | Add counselor or other support position at year 4                  |
| Other                                       | -     | -       | -         | -          | -          | -          | -  |
| TOTAL INSTRUCTIONAL                         | 14.00 | 369,348 | 550,850   | 691,762    | 837,039    | 986,827    | -  |
| <b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>    |       |         |           |            |            |            |  |
| Nurse                                       | 0.50  | 14,400  | 14,832    | 15,277     | 15,735     | 16,207     | 3% salary increase per year  |
| Librarian                                   | 0.50  | 14,400  | 14,832    | 30,000     | 30,900     | 31,827     | PT Librarian converts to FT in year 3                              |
| Custodian                                   | 1.00  | 23,000  | 23,690    | 24,401     | 25,133     | 25,887     | 3% salary increase per year  |
| Security                                    | -     | -       | -         | -          | -          | -          | -  |
| Other                                       | 1.00  | 24,232  | 30,900    | 31,827     | 32,782     | 33,765     | 3% salary increase per year  |
| TOTAL NON-INSTRUCTIONAL                     | 3.00  | 76,032  | 84,254    | 101,505    | 104,550    | 107,686    | -  |
| <b>SUBTOTAL PERSONNEL SERVICE COSTS</b>     |       |         |           |            |            |            |  |
|   | 22.00 | 665,380 | 861,704   | 1,026,664  | 1,181,989  | 1,342,125  | -  |
| <b>PAYROLL TAXES AND BENEFITS</b>           |       |         |           |            |            |            |  |
| Payroll Taxes                               | -     | -       | -         | -          | -          | -          | Estimated at 11% of payroll  |
| Fringe / Employee Benefits                  | -     | 73,192  | 94,787    | 112,933    | 130,019    | 147,634    | Head of School   |
| Retirement / Pension                        | -     | 147,000 | 166,000   | 189,000    | 217,000    | 245,000    | increased as a % of payroll increase                               |
| TOTAL PAYROLL TAXES AND BENEFITS            | -     | 69,431  | 89,917.02 | 107,130.27 | 123,338.06 | 140,048.00 | -  |
| <b>TOTAL PERSONNEL SERVICE COSTS</b>        |       |         |           |            |            |            |  |
|   | 22.00 | 289,623 | 352,704   | 409,063    | 470,357    | 532,682    | -  |
| <b>CONTRACTED SERVICES</b>                  |       |         |           |            |            |            |  |
| Accounting / Audit                          | -     | 955,003 | 1,214,408 | 1,435,727  | 1,652,346  | 1,874,807  | -  |
| Legal                                       | -     | 25,000  | 25,750    | 26,523     | 27,318     | 28,138     | -  |
| Management Company Fee                      | -     | 2,000   | 2,060     | 2,122      | 2,185      | 2,251      | -  |
| Nurse Services                              | -     | -       | -         | -          | -          | -          | -  |
| Food Service / School Lunch                 | -     | 25,000  | 25,750    | 26,523     | 27,318     | 28,138     | -  |
| Payroll Services                            | -     | 3,000   | 3,090     | 3,183      | 3,278      | 3,377      | -  |
| Special Ed Services                         | -     | -       | -         | -          | -          | -          | -  |
| Titlement Services (i.e., Title I)          | -     | -       | -         | -          | -          | -          | -  |
| Other Purchased / Professional / Consulting | -     | 10,000  | 13,500    | 15,250     | 15,250     | 15,250     | Year 2-5, 7% of grant awards to Grant Writer in addition to base   |
| TOTAL CONTRACTED SERVICES                   | -     | 65,000  | 70,150    | 73,600     | 75,350     | 77,153     | -  |
| <b>SCHOOL OPERATIONS</b>                    |       |         |           |            |            |            |  |
| Board Expenses                              | -     | 1,000   | 1,000     | 1,000      | 1,000      | 1,000      | Years 2-5, spending of "other" grants included                     |
| Classroom / Teaching Supplies & Materials   | -     | 15,000  | 17,500    | 22,500     | 22,500     | 22,500     | Years 2-5, spending of "other" grants included                     |
| Special Ed Supplies & Materials             | -     | 1,000   | 1,000     | 1,000      | 1,000      | 1,000      | -  |
| Textbooks / Workbooks                       | -     | 11,000  | 11,000    | 11,000     | 11,000     | 11,000     | -  |
| Supplies & Materials other                  | -     | 3,000   | 3,000     | 3,000      | 3,000      | 3,000      | Years 2-5, spending of "other" grants included                     |
| Equipment / Furniture                       | -     | 123,000 | 25,000    | 30,000     | 30,000     | 30,000     | -  |
| Telephone                                   | -     | 20,000  | 5,000     | 5,000      | 5,000      | 5,000      | -  |
| Technology                                  | -     | 39,000  | 10,000    | 10,000     | 10,000     | 10,000     | -  |
| Student Testing & Assessment                | -     | 4,000   | 4,000     | 4,000      | 4,000      | 4,000      | -  |
| Field Trips                                 | -     | 5,000   | 5,000     | 5,000      | 5,000      | 5,000      | -  |
| Transportation (student)                    | -     | -       | -         | -          | -          | -          | -  |
| Student Services - other                    | -     | 1,250   | 11,250    | 16,250     | 16,250     | 16,250     | Years 2-5, spending of "other" grants included                     |
| Office Expense                              | -     | 12,000  | 12,360    | 12,731     | 13,113     | 13,506     | -  |
| Staff Development                           | -     | 8,800   | 14,400    | 19,440     | 19,440     | 19,440     | -  |
| Staff Recruitment                           | -     | 2,000   | 500       | 500        | 500        | 500        | -  |
| Student Recruitment / Marketing             | -     | 1,000   | 500       | 500        | 500        | 500        | -  |
| School Meals / Lunch                        | -     | 60,000  | 72,000    | 86,400     | 103,680    | 124,416    | -  |
| Travel (Staff)                              | -     | 1,800   | 1,800     | 1,800      | 1,800      | 1,800      | -  |
| Fundraising                                 | -     | 1,000   | 1,000     | 1,000      | 1,000      | 1,000      | -  |
| Other                                       | -     | 2,500   | 2,500     | 2,500      | 2,500      | 2,500      | -  |
| TOTAL SCHOOL OPERATIONS                     | -     | 312,350 | 198,810   | 233,621    | 251,283    | 272,412    | -  |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b> |       |         |           |            |            |            |  |
| Insurance                                   | -     | 24,000  | 28,800    | 34,560     | 41,472     | 49,766     | -  |

Years 2-5, spending of "other" grants included

|  |                  |                  |                  |                  |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Janitorial   | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            |
| Building and Land Rent / Lease                         | 300,000          | 300,000          | 300,000          | 300,000          | 300,000          | 300,000          | 300,000          | 300,000          |
| Repairs & Maintenance                                  | 60,000           | 60,000           | 60,000           | 60,000           | 60,000           | 60,000           | 60,000           | 60,000           |
| Equipment / Furniture                                  | 12,000           | 22,000           | 27,000           | 27,000           | 27,000           | 27,000           | 27,000           | 27,000           |
| Security   | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            |
| Utilities  | 80,000           | 82,400           | 84,872           | 87,418           | 87,418           | 87,418           | 87,418           | 90,041           |
|  | 492,000          | 501,200          | 514,432          | 523,890          | 523,890          | 523,890          | 523,890          | 534,807          |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>      |                  |                  |                  |                  |                  |                  |                  |                  |
| <b>DEPRECIATION &amp; AMORTIZATION</b>                 |                  |                  |                  |                  |                  |                  |                  |                  |
| <b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b> |                  |                  |                  |                  |                  |                  |                  |                  |
| <b>TOTAL EXPENSES</b>                                  | <b>1,824,353</b> | <b>1,984,568</b> | <b>2,257,380</b> | <b>2,502,868</b> | <b>2,502,868</b> | <b>2,502,868</b> | <b>2,502,868</b> | <b>2,759,179</b> |
| <b>NET INCOME</b>                                      | <b>27,722</b>    | <b>167,722</b>   | <b>34,193</b>    | <b>105,814</b>   | <b>105,814</b>   | <b>105,814</b>   | <b>105,814</b>   | <b>144,699</b>   |

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

|                                 |               |               |               |               |               |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|
| Buffalo                         | 125           | 150           | 175           | 200           | 225           |
| 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 ENROLLMENT</b>         | <b>125</b>    | <b>150</b>    | <b>175</b>    | <b>200</b>    | <b>225</b>    |
| <b>REVENUE PER PUPIL</b>        | <b>14,817</b> | <b>14,349</b> | <b>13,095</b> | <b>13,043</b> | <b>12,906</b> |
| <b>EXPENSES PER PUPIL</b>       | <b>14,595</b> | <b>13,230</b> | <b>12,899</b> | <b>12,514</b> | <b>12,263</b> |

**CASH FLOW ADJUSTMENTS**

|   |               |                |                |                |                |
|---|---------------|----------------|----------------|----------------|----------------|
| <b>OPERATING ACTIVITIES</b>                                   |               |                |                |                |                |
| Example - Add Back Depreciation                               | -             | -              | -              | -              | -              |
| Other   | -             | -              | -              | -              | -              |
| Total Operating Activities                                    | -             | -              | -              | -              | -              |
| <b>INVESTMENT ACTIVITIES</b>                                  |               |                |                |                |                |
| Example - Subtract Property and Equipment Expenditures        | -             | -              | -              | -              | -              |
| Other   | -             | -              | -              | -              | -              |
| 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>27,722</b> | <b>167,722</b> | <b>34,193</b>  | <b>105,814</b> | <b>144,699</b> |
| <b>NET INCOME</b>   | <b>33,672</b> | <b>61,394</b>  | <b>229,116</b> | <b>263,309</b> | <b>369,123</b> |
| <b>Beginning Cash Balance</b>                                 | <b>61,394</b> | <b>229,116</b> | <b>263,309</b> | <b>369,123</b> | <b>513,822</b> |
| <b>ENDING CASH BALANCE</b>                                    |               |                |                |                |                |

**Wisteria Charter School  
Curriculum Framework**

**Grade One- MY FAMILY AND YOUR FAMILY: PAST AND PRESENT**

First Quarter Interdisciplinary Theme: FAMILY TALES AND TRADITIONS IN TIME

| Wisteria Integrated Arts Curriculum and Pacing  | Assessment   | Standards  |
|---|--|--|
| <p><b>Main Lesson Block 1- "Community" Duration: 3 Weeks</b></p> <p style="text-align: center;">Our Roles as citizens of our <i>School Community</i><br/>The Flag of the United States of America<br/>Form Drawing<br/>Reading: Phonological Awareness<br/>Writing<br/>Represent and solve problems involving addition and subtraction</p>  | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p>ELA: SL.1.1, SL.1.2, RI.1.7, RF.1.2<br/>Math: 1.OA.1, 1. OA.2<br/>Social Studies: citizenship / Inter-dependence</p>  |
| <p><b>Main Lesson Block 2- "My Family" Duration: 3 Weeks</b></p> <p style="text-align: center;">Family and Other Families<br/>Analyze, Inquire, and Compare Families<br/>Form Drawing<br/>Reading Foundation Skills: organization and basic features of print<br/>Reading: Phonological Awareness<br/>Writing<br/>Addition and Subtraction: Understand and apply properties of operations within 20</p>                         | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p>ELA: RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RF.1.1, RF.1.2<br/>Math: 1.OA.3. - 1.OA.6.<br/>Social Studies: Identity / Inter-dependence<br/>Science: S1.1</p> |
| <p><b>Main Lesson Block 3- "Families Past and Present" Duration: 3 Weeks</b></p> <p style="text-align: center;">History of Families: beliefs, customs, traditions<br/>Analyze, Inquire and Compare Family beliefs, customs, traditions<br/>Seed Germination and Growth Observation<br/>Foods from different Cultures (School Festival)<br/>Working with addition and subtraction equations<br/>Phonics and Word Recognition</p> | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p>ELA: RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RF.1.3<br/>Math: 1.OA.7, 1.OA.8<br/>Social Studies: culture/ change<br/>Science: S1.1, S.1.2</p>                 |

**Grade One- MY FAMILY AND YOUR FAMILY: PAST AND PRESENT**

**Second Quarter Interdisciplinary Theme: WHERE DO YOU LIVE AND HOW DO YOU GET THERE?**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>  | <b>Assessment</b>  | <b>Standards</b>   |
|--|--|--|
| <p align="center"><b>Main Lesson Block 4- "My Neighborhood" Duration: 3 Weeks</b></p> <p align="center">Important places in my neighborhood.<br/>Folklore, myths, legends and other cultural contributions that helped shape our community.<br/>Phonics and Word Recognition<br/>Form Drawing<br/>Writing<br/>Geometry: Attributes of Shapes (2-D and 3-D)</p> | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RL.1.5, RL.1.6. RF.1.3</b><br/><b>Math: 1.G.1, 1.G.2</b><br/><b>Social Studies: change / culture</b><br/><b>Science: S.2</b></p>                  |
| <p align="center"><b>Main Lesson Block 5- "Places in my local community." Duration: 3 Weeks</b></p> <p align="center">Maps and diagrams to help us find our way.<br/>Phonics and Word Recognition<br/>Form Drawing<br/>Writing<br/>Measurement and Data</p>  | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RI.1.4, RI.1.5, RI.1.6, RF.1.3</b><br/><b>Math: 1.MD.1, 1.MD.2</b><br/><b>Social Studies: Places and Regions</b><br/><b>Science: S.2, S.6</b></p> |
| <p align="center"><b>Main Lesson Block 6- "Maps and Globes" Duration: 4 Weeks</b></p> <p align="center">Map symbols, scale and Cardinal directions<br/>Phonics and Word Recognition<br/>Form Drawing<br/>Writing<br/>Measurement and Data</p>  | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RI.1.4, RI.1.5, RI.1.6, RF.1.3</b><br/><b>Math: 1.MD.1, 1.MD.2</b><br/><b>Social Studies: Places and Regions</b><br/><b>Science: S.2, S.6</b></p> |

**Grade One- MY FAMILY AND YOUR FAMILY: PAST AND PRESENT**  
**Third Quarter Interdisciplinary Theme: NEEDS AND WANTS**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>   | <b>Assessment</b>  | <b>Standards</b>   |
|---|--|--|
| <p align="center"><b>Main Lesson Block 7- "Tools and Technologies that Help Us"</b><br/> <b>Duration: 3 Weeks</b></p> <p align="center">Form Drawing<br/> Writing<br/> Phonics and Word Recognition<br/> Measurement: Time Telling</p>  | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RF.1.3</b><br/><br/> <b>Math:1.MD.3</b><br/> <b>Social Studies: Human Systems, Technology, Scarcity, Needs and Wants</b><br/> <b>Science: S.7</b></p>                           |
| <p align="center"><b>Main Lesson Block 8- "Community Services"</b><br/> <b>Duration: 3 Weeks</b></p> <p align="center">Fluency<br/> Form Drawing<br/> Writing<br/> Measurement: Tell and Write Time<br/> Science: Activities with Sunshine and Shadows</p>  | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RF.1.4</b><br/> <b>Math: 1.MD.1, 1.MD.2, 1.MD.4,</b><br/> <b>Social Studies: Human Systems, Technology, Scarcity, Needs and Wants</b><br/> <b>Science: S.7, S2.1 - S2.3</b></p> |
| <p align="center"><b>Main Lesson Block 9- "Money (Economic Decision Making)"</b><br/> <b>Duration: 4 Weeks</b></p> <p align="center">People Work to Earn Money<br/> People use money to buy goods and services they need.<br/> Reading Informational Text<br/> Form Drawing<br/> Writing<br/> Number and Operations in Base Ten</p> | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RI.1.1 - RI.1.3</b><br/> <b>Math: 1.NBT.1 - 1.NBT.6</b><br/> <b>Social Studies: Technology, Needs and Wants</b><br/> <b>Science: M1.1, M1.2,</b></p>                            |

**Grade One- MY FAMILY AND YOUR FAMILY: PAST AND PRESENT**  
**Fourth Quarter Interdisciplinary Theme: CITIZENSHIP AND CIVIC VALUES**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>  | <b>Assessment</b>   | <b>Standards</b>   |
|--|---|--|
| <p align="center"><b>Main Lesson Block 10- "Class Play" Duration: 4 Weeks</b></p> <p align="center">Planning, organizing, and making decisions for the common good.</p> <p align="center">Problem solving, decision making and conflict resolution</p> <p align="center">Dramatic Presentation-Speaking, Listening &amp; Performance</p> <p align="center">Form Drawing</p> <p align="center">Writing sequenced events</p> <p align="center">Fluency</p> <p align="center">Arithmetic: Tell and write time</p> | <p>Assorted Portfolio</p> <p>Selections, Content-Area Block</p> <p>Performance Assessment, Observation-Based</p> <p>Narrative</p> | <p><b>ELA: RF.1.4, W.1.3, SL.1.1, L.1.1. L.1.2, SL.1.4, SL.1.5</b></p> <p><b>Math:1.MD.3</b></p> <p><b>Social Studies: Citizenship and Civic Life</b></p> <p><b>Science: S.7</b></p> |
| <p align="center"><b>Main Lesson Block 11- "Decision Making and Government" Duration: 3 Weeks</b></p> <p align="center">Elected and appointed leaders in our local community</p> <p align="center">Reading: Comprehension and Collaboration</p> <p align="center">Form Drawing</p> <p align="center">Writing</p> <p align="center">Arithmetic: Represent and Interpret Data</p>  | <p>Assorted Portfolio</p> <p>Selections, Content-Area Block</p> <p>Performance Assessment, Observation-Based</p> <p>Narrative</p> | <p><b>ELA: SL.1.1 - SL.1.3</b></p> <p><b>Math: 1.MD.4</b></p> <p><b>Social Studies: Decision Making / Government</b></p> <p><b>Science:S.7</b></p>                                   |
| <p align="center"><b>Main Lesson Block 12- "Review of the Year" Duration: 3 Weeks</b></p> <p align="center">Student Self- Assessment</p> <p align="center">Portfolio Review</p> <p align="center">Teacher Summative Evaluation</p>   | <p>Assorted Portfolio</p> <p>Selections, Content-Area Block</p> <p>Performance Assessment, Observation-Based</p> <p>Narrative</p> | <p><b>ELA: RL.1.10, RI.1.10</b></p> <p><b>Writing: All</b></p> <p><b>Math: All</b></p> <p><b>Social Studies: All</b></p> <p><b>Science: All</b></p>                                  |

**Wisteria Charter School  
Curriculum Framework**

**Grade Three- Diverse Communities around the World**

**First Quarter Interdisciplinary Theme: A COMMUNITY OF DIVERSE CULTURES AND CUSTOMS**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>   | <b>Assessment</b>   | <b>Standards</b>   |
|---|---|--|
| <p><b>Main Lesson Block 1- "Community" Duration: 2 Weeks</b></p> <p>Fables, Folktales, Myths from Diverse Cultures<br/>Cultures and Civilizations</p> <p>Representing Problems that involve Multiplication and<br/>Division</p>   | <p>Assorted<br/>Portfolio<br/>Selections,<br/>Content-Area<br/>Block<br/>Performance<br/>Assessment,<br/>Observation-<br/>Based<br/>Narrative</p> | <p><b>ELA: RL.3.1,<br/>RL.3.2, RL.3.3,<br/>W.3.3<br/>Math: 3.OA.1,<br/>3.OA.2<br/>Social<br/>Studies:<br/>Culture /<br/>Empathy<br/>Science: S1.1<br/>- S1.3</b></p>                                 |
| <p><b>Main Lesson Block 2- "Farming and Gardening" Duration: 4 Weeks</b></p> <p>Similarities and Differences of Communities around the World<br/>Planning and Development of WCS Class Garden<br/>Informative Texts and Narratives- Garden Journal<br/>Reading Plant and Animal Nature Stories<br/>Compare and Contrast and Explain</p> | <p>Assorted<br/>Portfolio<br/>Selections,<br/>Content-Area<br/>Block<br/>Performance<br/>Assessment,<br/>Observation-<br/>Based<br/>Narrative</p> | <p><b>ELA: W.3.2,<br/>W.3.3, RL.3.1,<br/>RL.3.2, RL.3.3<br/>Math: 3.OA.1,<br/>3.OA.3,<br/>3.MD.5<br/>Social<br/>Studies:<br/>Empathy /<br/>Identity /<br/>Change<br/>Science:S2.1 -<br/>S2.3</b></p> |
| <p><b>Main Lesson Block 3- "Parts of the Whole" Duration: 4 Weeks</b></p> <p>Calendar Times for Events: Years, Decades, Centuries<br/>Fractions<br/>Reading: "Parts of the Whole"<br/>Phonics and Word Recognition</p>  | <p>Assorted<br/>Portfolio<br/>Selections,<br/>Content-Area<br/>Block<br/>Performance<br/>Assessment,<br/>Observation-<br/>Based<br/>Narrative</p> | <p><b>ELA: RF3.3<br/>Math: 3.NF.1,<br/>3.NF.3<br/>Social<br/>Studies:<br/>Change /<br/>Culture<br/>Science:M1.1,<br/>M2.1</b></p>  |

**Grade Three- Diverse Communities around the World**

**Second Quarter Interdisciplinary Theme: LIFESTYLE, LOCATION AND MIGRATION**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>  | <b>Assessment</b>  | <b>Standards</b>   |
|--|--|--|
| <p><b>Main Lesson Block 4- "Time-Telling" Duration: 3 Weeks</b></p> <p>Language for Time, Sequence and Cause &amp; Effect<br/> Roman Numerals<br/> Fractions<br/> Location of World Communities on Maps and Globes</p>   | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RI.3.3, RI.3.4, W.3.2</b><br/> <b>Math: 3.MD.1, 3.NF.3</b><br/> <b>Social Studies: Places and Regions</b><br/> <b>Science: S.2, S.6 Magnitude and Scale</b></p>         |
| <p><b>Main Lesson Block 5- "House Building and Shelter" Duration: 3 Weeks</b></p> <p>Engineering Design: Simple Machines<br/> The Need for Shelter- Nomads to Permanent Communities<br/> Perimeter and Linear Measurement</p>  | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RI.3.1, RI.3.3, RI.3.7, W.3.2</b><br/> <b>Math: 3.MD.4, 3.MD.8</b><br/> <b>Social Studies: Places and Regions / Human Systems /</b><br/> <b>Science: T1.3, T1.4</b></p> |
| <p><b>Main Lesson Block 6- "Measurement, Data and Geometry" Duration: 4 Weeks</b></p> <p>Science Journal for Measurement Investigations<br/> Scaled Pictures<br/> Graphs and illustrations<br/> Geometric Shapes/ Quadrilaterals<br/> Finding Area<br/> The Development of World Communities</p> | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RI.3.7, W.3.2</b><br/> <b>Math: 3.MD.8, 3.G.1, 3.G.2</b><br/> <b>Social Studies: Environment and Society</b><br/> <b>Science: M3.1, S3.1-S3.4</b></p>                   |

**Grade Three- Diverse Communities around the World**  
**Third Quarter Interdisciplinary Theme: SOCIETY- A WORLD OF RESOURCES**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>  | <b>Assessment</b>  | <b>Standards</b>   |
|--|--|--|
| <p><b>Main Lesson Block 7- “Writer’s Workshop” Duration: 4 Weeks</b></p> <p>Fables, Folktales, Myths from Diverse Cultures<br/>           Environmental and Geographic Impacts on World Communities<br/>           Multiplying and Dividing by 100</p> | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6,W.3.3</b><br/> <b>Math: 3.OA.7</b><br/> <b>Social Studies: Environment and Society, Needs and Wants</b><br/> <b>Science: M.1.1</b></p> |
| <p><b>Main Lesson Block 8- “Farming and Gardening” Duration: 3 Weeks</b></p> <p>Resources are Important to Economic Growth in World Communities<br/>           Solving Word and Numerical Problems Using the Four Operations</p>                       | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: W.3.2, W.3.3</b><br/> <b>Math: 3.OA.1, 3.OA.3, 3.MD.5, 3.OA.8</b><br/> <b>Social Studies: Physical Systems, Factors of Production</b><br/> <b>Science: M.1.1</b></p>          |
| <p><b>Main Lesson Block 9- “Parts of the Whole” Duration: 3 Weeks</b></p> <p>Fractions<br/>           Economic Systems in World Communities<br/>           Solving Problems Using the Four Operations<br/>           Reading Fluency</p>               | <p>Assorted Portfolio Selections, Content-Area Block Performance Assessment, Observation-Based Narrative</p> | <p><b>ELA: RL.3.10</b><br/> <b>Math: 3.NF.1, 3.NF.3, 3.OA.9</b><br/> <b>Social Studies: Economic Systems, Interdependence</b><br/> <b>Science: M.2.1</b></p>                             |

**Grade Three- Diverse Communities around the World**

**Fourth Quarter Interdisciplinary Theme: WORLD CITIZENSHIP AND GOVERNMENT**

| <b>Wisteria Integrated Arts Curriculum and Pacing</b>   | <b>Assessment</b>  | <b>Standards</b>   |
|---|--|--|
| <p><b>Main Lesson Block 10- "Class Play" Duration: 4 Weeks</b><br/>                     Dramatic Presentation-Speaking, Listening &amp; Performance<br/>                     Science-Solving Interdisciplinary Problems<br/>                     Solving Problems using the Four Operations<br/>                     Exploring Place- Spatial Relations</p>   | Assorted<br>Portfolio<br>Selections,<br>Content-<br>Area Block<br>Performance<br>Assessment,<br>Observation-<br>Based<br>Narrative | <b>ELA: RL.3.2, RL.3.3,<br/>                     RL.3.4, RL.3.5,<br/>                     W.3.3, SL.3.4,<br/>                     SL.3.5<br/>                     Math: 3.OA.9,<br/>                     3.G.2<br/>                     Social Studies:<br/>                     Citizenship and<br/>                     Civic Life<br/>                     Science: S.7, S.2.3</b>          |
| <p><b>Main Lesson Block 11- "House Building" Duration: 3 Weeks</b><br/>                     Factual Reading of Lifestyles and Living Situations<br/>                     Linear Measurement, Area, Square Units, Perimeter<br/>                     Negotiating Rules, Rights and Responsibilities<br/>                     Family Participation in Communities<br/>                     Write Descriptively on Real or Imaginary House</p> | Assorted<br>Portfolio<br>Selections,<br>Content-<br>Area Block<br>Performance<br>Assessment,<br>Observation-<br>Based<br>Narrative | <b>ELA: W.3.1, W.3.2,<br/>                     W.3.3, RI.3.7-RI.3.9<br/>                     Math: 3.MD.4,<br/>                     3.MD.5, 3.MD.6,<br/>                     3.MD.7, 3.MD.8<br/>                     Social Studies:<br/>                     Decision-Making,<br/>                     Civic Values<br/>                     Science: S.6<br/>                     Models</b> |
| <p><b>Main Lesson Block 12- "Review of the Year" Duration: 3 Weeks</b><br/>                     Student Self- Assessment<br/>                     Portfolio Review<br/>                     Teacher Summative Evaluation</p>  | Assorted<br>Portfolio<br>Selections,<br>Content-<br>Area Block<br>Performance<br>Assessment,<br>Observation-<br>Based<br>Narrative | <b>ELA: RL.3.10,<br/>                     RI.3.10, W.3.1<br/>                     Math: ALL<br/>                     Social Studies: ALL<br/>                     Science: ALL</b>   |



**Marie E. Hare**  
Vice President  
Philanthropy & Civic Affairs

KeyBank NA  
50 Fountain Plaza  
17<sup>th</sup> Floor  
P - 716-847-2317  
F - 716-847-7832  
E - Marie\_E\_Hare@KeyBank.com

March 29, 2011

Ms. Kimberly Santiago  
New York State Education Department  
Office of Innovative School Models  
89 Washington Avenue  
Albany, NY 12234

Dear Ms. Santiago:

It is a privilege to write this letter in support of the Wisteria Charter School's application to establish an exciting and innovative charter school in the Buffalo, New York community.

KeyBank is currently looking at an opportunity to partner with the Wisteria Charter School (WCS) in line with KeyBank's charitable giving initiatives which center around economic self-sufficiency.

Given the Waldorf-inspired curriculum and the complementary aspects planned for the WCS, (family support, community support, meaningful support programs, and more), we can only view the new charter school as a win-win scenario for students, parents, our great community, and our great State.

Thank you, and please feel free to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to be "Marie E. Hare". The signature is stylized and somewhat abstract, with the first name being the most prominent.



**Community Action Organization of Erie County, Inc.**

70 Harvard Place ■ Buffalo, New York 14209 ■ (716) 881-5150 ■ Fax (716) 881-2927

FUNDING SOURCES:  
U.S. Dept. of H.H.S.  
N.Y. State Dept. of State  
County of Erie  
City of Buffalo

March 29, 2011

Dear Ms. Kimberly Santiago,

The Community Action Organization of Erie County, Inc. Head Start/Early Head Start Program writes in full support of Wisteria Charter School's application to establish an innovative charter school in Buffalo, New York. The City of Buffalo and all of Western New York values the arts and believes that a Waldorf-inspired curriculum will nurture well-rounded individuals who will advance in diverse areas of study post elementary education. Moreover, Wisteria's mission, spirit and focus will meet the needs of our community while advancing programmatic aspects of our organization.

Sincerely,

Phyllis A. McBride  
Early Childhood Administrator

*"Promoting Self-sufficiency through Advocacy, Partnerships and Services"*