# FULL APPLICATION

## Submitted in response to the
## 2011 New York State Education Department
## Request for Proposals to Establish Charter Schools
## Authorized by the Board of Regents
## for the
## Southwest Key Charter School

Lead Applicant/Authorized Representative:
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District or CSD in which the school will be located:
**Buffalo City School District**

Total projected grade levels to be served by the end of five years:
**K-9**

Total projected grade levels to be served when the school is fully developed:
**K-12**

Total projected maximum enrollment by the end of five year:

**560 Students**

Total projected maximum enrollment when school is fully developed:

**800 Students**

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## 2011 NYSED Charter School Application Statement of Assurances

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

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

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

- ✓ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [name of charter school] is accurate and correct.

Signature of Lead Applicant
Juan J. Sánchez, Ed.D.

March 30, 2011
Date

## I. EDUCATION PLAN

### A. Curriculum and Instruction

**Curriculum Description**

The Southwest Key Charter School will implement a comprehensive curriculum that prepares students to meet New York State standards in each grade. During the planning year school staff will develop curriculum resources that will be used by teachers during the school year to guide their instructional planning. Detailed scope and sequence documents and curriculum maps will be completed prior to teacher orientation in August 2012. These resources will provide teachers with the state standards and specific skills and knowledge to be taught in each subject and grade, the order and depth in which they will be taught, and the instructional materials that will be used. Having this information determined prior to the start of the school year takes a large burden off of teachers and allows them to focus instead on instruction and assessment during the school year. Further, it provides opportunities for building connections across the curriculum.

The following is a summary of the content and approaches for presenting the material for the core academic classes of English language arts, math, science and social studies. Also included is a summary of curricular highlights and approaches for the other courses to be taught at the school—Spanish, performing and visual arts, physical education, health, technology and communication applications.

**Elementary School Curriculum (grades K-5)**

The curriculum will focus on the core skills and content area knowledge that students need to excel in middle school and high school.

- **English Language Arts:** Students will receive 75 minutes of Reading/ELA instruction per day. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing. Students will be grouped based on diagnostic assessment data and rotate through direct instruction, guided reading and writing centers. Teachers will begin by directly teaching phonemic awareness and sound-letter correspondence and progress to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. After building a foundation, later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Literacy instruction in grades four and five will make the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Students will begin dissecting sentences and classifying various parts of speech, and they will read books with higher-level vocabulary and complex novel plots. Students will read classical texts from a wide-range of authors in fiction, non-fiction, and poetry.

- **Math:** Students will receive 60 minutes of Math instruction per day. Students will have a daily math meeting that focuses on application and other critical math skills such as understanding the calendar, money, number line, etc. as well as direct math instruction. The curriculum recognizes that students need both basic fact knowledge and "automaticity" with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical

problems. Therefore, in the early grades, teachers will employ a spiraling curriculum that gives students a strong foundation in arithmetic skills, procedural computation, and conceptual understanding. All students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. In the fourth and fifth grades, math classes include mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Specifically, students will be expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems involving proportional relationships.

- **Science:** Elementary students will be introduced to the scientific method through hands-on learning experiences designed to teach the experimental process. Content in both the living environment and physical setting will be covered to prepare students for more subject-focused science in higher grades.

- **Social Studies:** The school will follow the New York State Core Curriculum beginning with the study of self, family and others in the early childhood grades, moving on to communities in New York, the United States and the world, and culminating with the study of history and government in the United States, Canada and Latin America

**Middle School Curriculum (grades 6-8)**

- **English Language Arts:** Students will receive 90 minutes of ELA instruction per day. Sixth graders will have a separate reading section of class to ensure that students are reading on grade level and have the skills necessary for success in subsequent grades. Novel study is required in seventh and eighth grade where students read, discuss, analyze, and annotate novels to promote an understanding of literature and world cultures. Writing instruction requires students to write multiple drafts of papers using organizational devices, such as graphic organizers and outlines, and peer and teacher/adult editing. In addition, the school will utilize "writing across the curriculum" in science and social studies. English language arts and social studies curricula will be coordinated to reinforce content within each subject. Students will also learn to interpret literature through visual and performing arts.

- **Math:** Students will receive 90 minutes of math instruction per day. The math curriculum is designed to provide students with the foundational math skills necessary to succeed in advanced math in high school and prepare them for higher-level math in college. The curriculum scope and sequence will cover the New York standards at each grade level, including Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations, Measurement and Data, Expressions and Equations, Geometry, and Statistics and Probability. All students will take Algebra in eighth grade in preparation for the Integrated Algebra Regents exam. Technology will be integrated into the math program with students using common computer software, the Internet, and scientific and graphing calculators. Math and science curricula will be coordinated to reinforce content in each subject area.

- **Science:** The science curriculum will emphasize learning the processes—observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting—necessary to understand the scientific method. These processes are learned by hands-on experimentation and investigation, culminating in lab write-ups and reports about the process and observations. Science content will include force and motion, energy, structure and function in living systems, genetics, components of the solar system, physical and chemical properties, organisms, matter and atoms, and characteristics of the universe. Field lessons will be used frequently to apply hands-on application of the processes and skills learned in the classroom.

- **Social Studies:** The curriculum will encompass World, United States, and New York history and geography. Geography instruction will emphasize mastery of the countries, cultures, physical features, environments, and landforms, as well as map use and interpretation of charts and graphs. Students will gain a thorough understanding of history not only by studying major historical events but by using that historical knowledge to evaluate current events, political structures, economies and philosophies. Original and source documents as well as interactive media will be incorporated into traditional textbook material to make the subject come alive. The Socratic method of discussion will be heavily used in the social studies classes. The social studies curriculum also "feeds" the visual and performing arts curriculum by focusing on the art, dance, and music of various cultures and civilizations.

**High School Curriculum (grades 9-12)**

A curriculum plan for High School Grades is included in **Appendix A**.

**Other Subjects:** The school will offer a range of other classes appropriate for each grade level:

- **Foreign Language:** Students will study Spanish in middle school. The Spanish curriculum will highlight reading and writing Spanish, as well as speaking. As students reach the high school grades, the school will explore offering languages in addition to Spanish. These other languages could include French, German, or Chinese.
- **Visual and Performing Arts:** In every grade students at Southwest Key Charter School will receive a dynamic visual and performing arts curriculum that features painting, drawing, and sculptural expression as well as music performance, theatrical scene and play performance, and dance. As an end-of-school culminating activity, students will create an evening production for the community that includes music, theatrical, and dance performances, and an art and sculpture show. Student artwork will be professionally framed and displayed in the school halls on a rotating basis.
- **Physical Education and Health**: The physical education program will focus on physical fitness and various sports rules and activities. Teamwork will be emphasized to reinforce the school's culture of community and collaboration. A focused health and nutrition curriculum that enables students to develop an individual health and fitness plan will be integrated into the physical education curriculum to ensure that students build a foundation of good health and fitness.
- **Communication Applications** (grades 9-12 only): The communication applications course will emphasize the identification and development of the communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional

presentations. This will be reinforced through field lessons and service learning projects and senior year research projects and presentations.

- **Technology:** Middle school students will be required to learn how to use Microsoft Word, Power Point, Excel and other technology and multi-media tools which will be incorporated into student work assignments on a regular basis. High school students will take a year-long technology application course of computer science, desktop publishing, or multimedia.

**Sample Promotion Standards**

**Appendix B** includes sample promotion standards for 5th and 8th grade, the terminal grades of the elementary and middle school programs, respectively.

**Curriculum Development Process**

The school will use existing curriculum resources as a starting point and modify them to align with New York State standards and assessments. Our elementary school curriculum will be developed by Southwest Key educational experts, Drs. Joe E. and Edna M. Gonzales, who have a combined 80 plus years of education experience at all levels, including early childhood education. The East Austin College Prep Academy and Yes Prep Public Schools will serve as the foundation for the middle and high school curricula. These school's curricula have been chosen because of their use and success with a similar target student population. During the planning year the following steps will be taken to develop the curriculum: 1) a gap analysis will be conducted to identify New York State Learning Standards that are not addressed in scope and sequence documents; 2) recent New York state tests will be reviewed to determine the skills and knowledge deemed critical in each grade; 3) other standards such those developed by the National Councils of Teachers of English and Mathematics will considered to ensure a college preparatory curriculum. This information will be used to adjust the scope and sequences to ensure that appropriate content is covered in the correct grades and in the order and depth necessary to prepare students for future state tests in their grade. Student expectations from other years are inserted into each grade level scope and sequence so that prerequisite and current skills are taught deeply. Any student expectation that is introduced and tested to mastery in a particular grade is added to the prior grade's curriculum so students are introduced to a concept at least one year before they will be tested on it.

Instructional materials will be selected to teach standards and objectives in the scope and sequence. They will serve as a resource for instruction rather than define the curriculum. Commercial programs and textbooks will be selected using the following criteria: they align with state standards, are accessible to all students, and support the school's instructional methods. Teachers will also be expected to develop instructional materials in order to make the curriculum relevant to their students and ensure standards are covered in the depth necessary for students to succeed on state test. In addition, an analysis of incoming students' IEPs and home language surveys will be conducted to try to determine in advance whether any curriculum modifications or special programs or materials will be required. Instructional leaders will review all instructional materials and provide resources to assist in their development.

Teachers will use the scope and sequences to develop weekly lesson plans that include concrete learning objectives, texts and other materials, instructional activities and assessment methods. At the

end of each week teachers will engage in a reflective practice to annotate their lesson plans and document what worked well and what areas will need improvement or should be jettisoned in the future. These annotated lesson plans will be archived on a shared drive as a resource for other teachers. In addition, aided by these annotated lesson plans, the principal will facilitate an annual review of the curriculum each summer to determine if the scope and sequences require revision and if alternative instructional materials are required. This iterative process of review and revision will allow the curriculum to evolve as the needs of students are more clearly determined and the state standards and assessments change over time. In addition, each summer curriculum resources will be developed for the new grades and courses to be offered the following year with an emphasis on age appropriateness and continuity from grade to grade.

**Curriculum Implementation Process**

During staff orientation in the summer before the school opens, the principal will coordinate training on the initial implementation of the curriculum. Topics will include state standards, skills and knowledge covered by state tests, scope and sequences and curriculum maps, lesson planning and instructional materials. Much of this training will be provided by instructional leaders at the school or from the Texas sister school. External trainers may also be used to familiarize teachers with the use of any commercial programs. Teachers will then be provided with time to develop lesson plans for the first month of school; instructional leaders will review them and provide feedback to ensure they meet expectations. Once the school year begins, Instructional leaders will monitor the implementation of the curriculum; the principal will continue to review lesson plans and conduct regular classroom observations of instruction to ensure the curriculum is implemented with fidelity. Monthly faculty meetings will be devoted to reviewing the curriculum and reflecting on whether it is meeting the needs of all students; based on analysis of student assessment results and teacher feedback adjustments may be made to scope and sequences and instructional materials.

**Instruction**

At noted in the prospectus, the Southwest Key Charter School intends to use age appropriate instructional methods that are grounded in generally-accepted research findings. The school will utilize a balanced instructional approach: direct instruction that is balanced with opportunities for hands-on and project-based learning. A combination of instructional techniques has been proven effective in raising academic achievement and teachers will be given the flexibility to employ multiple teaching methods that work best with their students, individually and collectively, to achieve the desired results. Examples of such instructional methods include: Cooperative learning; Individual coaching; Discovery learning, such as the 5E Science Model; Educational field lessons; Peer tutoring; and/or Computer-assisted learning.

The school will employ the 3-Tier Model advocated by the Vaughn Gross Center for Reading and Language Arts. This approach, derived from a medical model of primary, secondary and tertiary treatment for patients, can and should apply to all subjects—not just reading. The model transforms a teacher's framework so that a teacher focuses on teaching each student to master the subject, not teaching the subject and hoping students absorb it. Tier One is the core academic program in each subject area that is grounded in scientifically-based research accompanied by continuous progress monitoring. For students not succeeding at that level, Tier Two intervention is applied. This includes

additional time for small group, differentiated instruction that is planned according to progress monitoring data. Students who still do not progress with Tier Two intervention are assigned to Tier Three intensive intervention. This intervention includes more explicit additional instruction in smaller groups, one-on-one instruction for an extended time period, pull-out learning with specialists, and/or supplemental tutoring before or after school.

**Individualized Learning Plans:** Each student will have an Individualized Learning Plan (ILP) that our learning specialists, in conjunction with teachers, Principal, and Superintendent, specifically design to ensure that every student benefits from instruction. These plans will be used to assign students to the most appropriate tier and monitor their progress to determine the efficacy of instruction and whether changes are required to meet their needs.

**Learning Skills:** In addition, the school will provide explicit instruction in developing study and organizational skills, which include time management, organizational skills, memory work, note-taking, and listening skills—skills that are essential for a student's academic development. These skills help a student understand and retain information, improve research skills, and prepare for tests and exams. The school will employ a scaffolded curriculum across core academic areas and grade levels to ensure that students are equipped with these skills by the time they graduate.

**Service Learning:** A national study of Learn and Serve America programs suggests that effective service learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences
- Providing structured time for students to reflect by thinking, discussing and writing about their service experience
- Providing an opportunity for students to use skills and knowledge in real-life situations
- Extending learning beyond the classroom and into the community
- Fostering a sense of caring for others

Service learning projects, which are integrated into the Southwest Key Charter School curriculum, will give students opportunities to develop a life-long commitment to his or her community. Middle and high school students will be required to spend one Saturday each month participating in a variety of service learning projects which couple classroom instruction with field lessons and community civic engagement.

**Special Education:** Consistent with the school's vision that all students will be prepared academically to graduate from high school and attend and succeed in college, special education students will be included to the extent possible in the regular academic program with the support necessary to reach the goals established in their Individual Education Programs (IEPs). The school's use of the 3-Tier Model as the basic teaching approach is an effective strategy with special education students. Students receive research-based classroom instruction, teachers monitor student progress frequently, tier two and tier three interventions are applied (as appropriate), and individual modifications are made and services provided to meet the needs of students. Special education students will also be provided study and organizational skills instruction along with other students in the school to improve their time management, organizational skills, memory work, note-taking, and listening skills. The Southwest Key

Charter School will hire special education staff and will develop a staffing plan and schedule consistent with the identified needs of our student population. For example, the school will employ certified teachers to provide push-in and pull-out services and collaborative team teaching as required by IEPs.

**English Language Learners:** The Southwest Key Charter School will meet the needs of bilingual/ESL students through immersion in the daily extended time for English language arts (90 minutes per day). Instructional methods to meet the needs of ESL students may include:

- The use of video and purposeful discussion to build concepts
- The use of writing to build comprehension and vocabulary
- Summarizing by using questioning to build comprehension
- Structured paired grouping arrangements

In addition, students making a transition into English will receive individual tutoring during the time for extracurricular clubs and athletics and on Saturdays. Spanish-speaking students will also have the opportunity to enhance their speaking, reading and writing skills in Spanish class. The Southwest Key Charter School will tap the English Language Learner resources of the Vaughn Gross Center for Reading and Language Arts and its Center for Research and Educational Achievement and Teaching of English Language Learners (CREATE).

**Professional Development**

The Southwest Key Charter School views high-quality staff development as essential to creating a school in which all students and staff are learners who continually improve their performance. A comprehensive and sustained professional development program will meet the needs of not only teachers, but administrators and other staff as well. The program will be organized around both school-wide priorities and the assessed needs of individual staff members. These needs and priorities will be identified by school leaders based on analysis of student performance data, observation of teaching and learning, and teacher input and feedback. Professional development will be delivered via both formal training activities and the ongoing clinical supervision of teachers by instructional leaders. The following are planned components of the professional development program:

- Each summer teachers will participate in an intensive training and planning session prior the beginning of the school year. Some session will be common training for all teachers to develop school-wide understanding of expectations and practices. Potential topics include curriculum development and lesson planning, classroom management and discipline, data-driven decision-making, differentiated instruction, and benchmark assessments. Additionally, some training will be differentiated by subject or experience level to target the needs of individual teachers, grade levels or departments. Instructional leaders will facilitate these trainings and may bring in external experts.
- Teachers new to the school and/or to teaching will be provided with an orientation to the school's mission, curriculum, instructional methods, and discipline and classroom management procedures.
- Ongoing professional development will be built into the schedule, with early student release approximately every other Wednesday to provide dedicated time for staff development. These sessions will be aligned with other instructional activities. For example, training in data-driven decision-making will be coordinated with the administration of interim assessments, analysis of data

and creation of action plans based on results. Similarly, teachers will be guided in evaluating student work together and norming grading procedures in preparation for completing report cards.

- Instructional staff will have access to excellent staff development provided by the Vaughn Gross Center for Reading and Language Arts. The research-based professional development will cover the use of the 3-Tier Model, administration of assessments and screens to diagnose reading fluency, comprehension, and vocabulary, implementation of lessons and activities for struggling readers, the execution of strategies to enhance vocabulary, communication, reading, and writing instruction, and strategies for English Language Learners.
- All staff will develop professional growth plans at the beginning of the school year. Together with their supervisors, they will develop measurable professional development goals to focus on during the school year. These plans will also include concrete strategies for achieving goals such as specific training or research. Teachers will be regularly observed and receive feedback on their progress towards achieving their goals. Twice during the year teachers will participate in a reflective exercise to determine progress towards and achievement of goals and may adjust their goals as needed.
- Instructional leaders will establish clear standards for teacher performance that will be clearly communicated to staff and used to frame regular classroom observations and feedback. This form of clinical supervision and support provides consistency and opportunities for sustained growth.
- Instructional staff will also be given the opportunity to visit exemplary schools to observe other academically rigorous college preparatory programs and to meet with teachers there to analyze their curriculum scope and sequence, teaching methods, strategies, materials and techniques.
- Another important aspect of professional development is networking with colleagues and learning about the latest research and best practices at conferences offered by state and national organizations. Staff will be encouraged to attend professional conferences and turn-key what they learn for the benefit of the entire staff.

During the first year of school operation, the Principal and instructional staff will formalize a comprehensive professional development framework for the school.

**B. Daily Schedule and School Calendar**

**<u>School Schedules</u>**

**Elementary School**

The Southwest Key Charter School will design a balanced and innovative school schedule that will maximize student learning time. Our school will open at 8:00 am with a nutritional breakfast and the official school day beginning at 8:30 am. The school day will end at 3:00 pm. We recognize that children in primary and middle elementary grades have different developmental needs (physically, cognitively, and socially) and will develop varying schedules for varying grade levels. For Kindergarten and First Grade, student will receive a minimum of 75 minutes of instruction daily in Reading and English Language Arts . This includes read alouds, which are a core component of our literacy program. All read alouds are tied to standards learning and will have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 60 minutes of mathematics instruction for regularly scheduled days. The Core Teaching includes 45 minutes of alternating Social Studies and

Science instruction. In addition, students will attend a 45-minute Enrichment class which can encompass Art, Music, Indoor/Outdoor Exploration, and Show and Tell.

**Middle School**

Beginning in 6th grade, middle school students will receive a minimum of 90 minutes per day of instruction in English Language Arts. The curriculum scope and sequence will cover all New York State core standards requirements at each grade level. Examples include vocabulary development, reading comprehension, grammar, spelling, writing, inquiry/research, text structures/literary concepts, literary response, knowledge of culture, critical listening, interpretation, analysis, evaluation, presentations, and production.

Middle school students will also receive 90 minutes of instruction weekly in math. The math curriculum is designed to provide students with the foundational math skills necessary to succeed in advanced math in high school and prepare them for higher-level math required in certain university degree programs. Students' schedules will be supplemented with instruction in Science, Social Studies, Fine Arts, Foreign Language, Technology and Physical Education. **Attachment 3** includes Sample Daily Schedules for our elementary and middle school.

**School Calendar**

We have designed our academic school calendar to support the mission and vision of our school. The proposed 2012 – 2013 Southwest Key Charter School academic year will begin on August 27, 2012 and will run through June 28, 2010. To begin professional development and planning for the year, teachers will report to school on August 6, 2012. The school calendar shares nearly all vacations and holidays with the Buffalo City School District and includes 192 days of school instruction – ten (10) more days of instruction than the local school district. Our extended instructional year includes additional days during the summer and half-day Saturday instruction/service learning one (1) day per month (September – June). **Attachment 4** includes a Proposed Annual Calendar for the first year of operation.

**C. Target Population**

Southwest Key Programs is proposing to establish a premier charter school that will target children and youth from southern Buffalo and Lackawanna, New York. As described in detail in our prospectus, even before the recent economic downturn these communities had been hard hit by poverty and unemployment. According to the most recent state report cards 77% of students qualified for free and reduced lunch in Buffalo and in Lackawanna 79% did so. Moreover, the performance of students in the local school districts has been inadequate, with no more than one-quarter to one-third of Buffalo students proficient in English language arts and math in 2009-10. In December 2010, six (6) schools were added to the list of "Persistently Low Achieving" schools, bringing the Buffalo City School District total to thirteen (13) – nearly 21 percent of the District's 62 schools. Moreover, only about half of Buffalo students graduate from high school. Lackawanna demonstrates similar numbers, with between one-quarter and one-half of students proficient and 68 percent graduating; only 57 percent of male students finished high school.

Given these disheartening statistics and the fact that all families wish their children to have high quality educational opportunities, it is not surprising that every charter school in Western New York has a waiting list. Charter schools provide a valuable opportunity for families in Buffalo and Lackawanna to choose schools where their children are taught effectively and are empowered with the academic skills and work ethic necessary to achieve their goals. Our proposed school would provide another avenue to success for families faced with the painful prospect of sending their children to failing schools. Additional information regarding our target population is available in the Southwest Key Charter School Prospectus.

**Enrollment Plan**

Southwest Key Charter School anticipates enrolling a student population with significant educational needs. The school plans to ultimately serve students in grade levels K-12. Our elementary school will open in the 2012 – 2013 school year with two classes each in kindergarten and 1st grades. To support the pre-transition years to secondary school, our school will also start the 2012 – 2013 school year serving three classes of 5th grade students. Each year thereafter, the school will grow incrementally by one grade level until all remaining grade levels (grades K-12) are served. As economies of scale allow the school to support more students, the number of classes per middle school grade will grow to four starting with the 6th grade in 2013-14. Provided below is a table describing our projected enrollment for the 5 years of the initial charter. Please note that we anticipate the growth of our school up to the 12th grade will take more than 5 years.

| | Proposed Projected Enrollment Table | | | | |
|---|---|---|---|---|---|
| **Grades** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2017-2018** |
| **K** | 36 | 36 | 36 | 36 | 36 |
| **1st** | 36 | 36 | 36 | 36 | 36 |
| **2nd** | | 36 | 36 | 36 | 36 |
| **3rd** | | | 36 | 36 | 36 |
| **4th** | | | | 36 | 36 |
| **5th** | 60 | 80 | 80 | 80 | 80 |
| **6th** | | 60 | 80 | 80 | 80 |
| **7th** | | | 60 | 80 | 80 |
| **8th** | | | | 60 | 80 |
| **9th** | | | | | 60 |
| **10th** | | | | | |
| **11th** | | | | | |
| **12th** | | | | | |
| **Ungraded** | | | | | |
| **Totals** | **132** | **248** | **364** | **480** | **560** |

The Southwest Key Charter School incorporates the slow growth model of adding one grade level each year for elementary and secondary grades. This is based on proven success of some of the highest achieving urban charter schools serving similar populations. The slow growth model allows us to expand strategically, increasing complexity and size only after firmly establishing our demanding culture of

academic achievement. Formalizing and growing one grade level at a time allows us to address the specific needs of our students and families. We will add a new cohort each year until the school reaches full enrollment. Because of the demand for more middle school slots than elementary slots in this region, we will be starting our middle school grades with more students.

**Student Demand**

We are confident that the Buffalo and Lackawanna markets can support the Southwest Key Charter School with the anticipated enrollments indicated in the chart above. The Buffalo City School District currently serves more than 32,000 students in nearly 62 facilities throughout the city. There are only two (2) schools serving elementary and middle grades in our targeted area of South Buffalo: Lorraine Elementary (PK-8) and Southside Elementary (PK-8). Similarly, there are only two (2) elementary schools and one middle school in the Lackawanna City School District. These include Truman Elementary (PK-2), Martin Road Elementary (grades 3-6), and Lakawanna Middle School (grades 7-8).

As previously discussed, Buffalo ReformED states that there are over 2,000 children currently on waiting lists for charter schools in Western New York. At this time only two (2) public charter schools exist in our targeted area – the South Buffalo Charter School (K-8) and the Global Concepts Charter School (K-7). As such, the Southwest Key Charter School would effectively fill a gap in services available to new students interested in attending a local quality charter school. We anticipate that after a two year proven successful history, coupled with an extensive and aggressive community outreach campaign to further support student recruitment, there will be an increased demand for students wanting to attend our high quality school. More detailed information regarding the evidence of demand can be found in *Section II: Organizational Plan, Item E. Student Recruitment, Enrollment, and Evidence of Demand*.

**Appropriateness of Model**

At the Southwest Key Charter School we believe that college preparation begins in kindergarten on a child's first day of primary education. Serving a population that is traditionally not expected to be college-bound, we are committed to infusing the pursuit of a higher education into every aspect of school life, beginning with the youngest of students. Our curriculum will focus on the core skills and content area knowledge that students need to excel in middle school and college preparatory high schools on their road to competitive colleges and universities. Students will be immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement.

Students will be explicitly taught the importance of attending and graduating from college. Beginning in kindergarten, students will be exposed to information about various colleges and universities. Every classroom will feature college and university signage and decorations. By developing the skills and knowledge they need to succeed in college and reinforcing that our students can and will attend and graduate from college, we expect to dramatically improve the educational outcomes for the students of South Buffalo and Lackawanna.

We are proposing a proven effective model inspired and guided by public charter schools that are successfully educating urban youth and reversing the achievement gap. Schools such as YES Prep Public Schools are providing students with access to a highly structured, college preparatory education delivered within a culture of high expectations for academic achievement. Our school's combination of

inspired leadership, dedicated staff, demanding curriculum, clear behavioral expectations, longer days, and use of assessment to drive instruction serve as a model for raising student achievement and the pursuit of a college education in this region. Our 3-Tier Model will provide targeted and sustained assistance to ensure that each student is provided with the support they need to succeed.

**D. Assessment**

Southwest Key Charter School has planned a comprehensive assessment program to ensure that all students are on track academically, all teachers are instructing students using the most effective methods, and the curriculum and instructional materials are of the highest quality to produce the desired achievement levels. The school will use both external and internal standards-based assessments to measure student performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every student. The school will implement a comprehensive and dynamic system using a range of diagnostic, formative and summative assessments throughout the school year.

| Assessment | Type | Purpose |
|---|---|---|
| Literacy screening | Diagnostic | To inform Individualized Learning Plans; to plan differentiated instruction; to identify students for intervention |
| Home language survey/LAB-R | Diagnostic | To identify students who are English language learners |
| Teacher observation and running records | Formative | To evaluate student mastery of skills and content; to adjust instruction |
| Teacher-developed assignments, homework and quizzes | Formative | To evaluate student mastery of skills and content; to identify topics for re-teaching |
| Practice state tests | Formative | To evaluate student preparedness for state exams and adjust instruction |
| Teacher-developed tests | Summative | To measure student mastery |
| 6-week benchmark assessments in all subjects | Summative | To measure student mastery and progress; to evaluate efficacy of curriculum and instruction; to identify students for intervention |
| Standardized nationally norm-referenced ELA and math tests | Summative | To evaluate student progress and growth and the quality of academic program |
| New York State ELA, Math and Science Exams | Summative | To evaluate student achievement and school progress towards achieving academic accountability goals |
| New York State Alternate Assessment (NYSAA) | Summative | To evaluate progress of students with severe disabilities |
| New York State English as a Second Language Achievement Test (NYSESLAT) | Summative | To determine progress towards English language proficiency |

- **Diagnostic Assessment:** Prior to the start of the school year diagnostic assessments will be administered to all incoming students. In the elementary school the school will use age appropriate literacy assessment tools such as early literacy skill and timed writing tests. All incoming middle school students will take a benchmark assessment in each core area to evaluate students' skills and prior knowledge. These diagnostics will provide a benchmark against which all future academic growth can be measured. In addition, this information will be used to plan instruction, place students in groups, and develop an ILP for each student.
- **Formative assessment:** Teachers will be expected to use formative assessment on a regular basis to gauge student understanding and determine whether adjustments are necessary to lesson plans and curriculum materials. Such assessments might include Do Nows, exit tickets, targeted questioning and observation, in-class assignments and homework. Teachers will be expected to identify methods of formative assessments in their lesson plans.
- **6-Week Benchmark Assessments:** Every six weeks teachers will administer an achievement test in each subject at every grade level. The tests, developed by the subject area teachers with support from instructional leaders, will be important tools to determine whether students have mastered the skills and content anticipated by the scope and sequence.
- **State Assessments:** As a public school Southwest Key Charter School will participate in all required state exams, including Regents exams at the high school level, and adhere to all policies and procedures for administering and scoring them. The results of these exams will form the basis for the school's academic accountability goals. The school recognizes that New York is one of the governing states in the Partnership for the Assessment of Readiness for College and Careers (PARCC) for the development of assessments aligned to the Common Core State Standards, and anticipates the need to monitor the development and deployment of this new testing system in order to properly align the school's curriculum and instruction.
- **Performance-Based Assessment:** Eighth and twelfth grade students will complete an extensive research project required for graduation. Students will choose a topic of interest and have the opportunity to showcase his or her skills in research—developing a thesis statement, finding, analyzing and evaluating sources of information, writing—and presenting complex information. Students will also have the opportunity to focus on the creation and presentation of art (visual and performing) associated with their topic.

**Data Collection and Analysis**

Effective data collection and analysis is critical to measuring and improving student learning. Teachers will be trained to develop standards-based assessments and conduct nuanced analysis. For example, item analysis will be used to determine which specific topics and skills students are mastering and those with which they are struggling. In addition, data will be disaggregated to determine whether certain sub-groups, e.g., grades, classes, low-income, special education or ESL students, are meeting expectations. Based on these analyses grade level teams will develop action plans to address their students' needs. Subsequent rounds of data analysis will be used to evaluate the efficacy of the strategies in the action plans and take further action if required. Instructional leaders will monitor and provide guidance in the collection and analysis of assessment results to ensure validity and reliability. For example, multiple measures will be required and the results from various assessment instruments

compared. Of particular concern will be the predictive power of the benchmark assessments in determining whether students are on track to performing well on state tests.

**Use of Assessment Data**

**Teachers**

- **Tiered Instruction:** Implementation of the three-tier model relies on regular assessment to determine student needs and place students in the appropriate tier.
- **Individual Learning Plans:** At the beginning of each year the results from diagnostic assessment and prior years' assessment results will be used by teachers to develop an ILP for each student. Ongoing formative assessment will be used to monitor student progress and modify plans.
- **Adjust Instruction:** Teachers will use detailed analysis of student performance to identify whole class topics for re-teaching or alternative methods of instruction as well as those individuals or small groups that require additional support.
- **Promotion:** Teachers will evaluate student performance throughout the school year, at the end of which they will recommend students for promotion to the next grade based on their mastery of the grade level standards. Well before the end of the year students of concern will be identified and action plans put in place and monitored.

**School Leaders**

- **CSE Referrals:** Instructional leaders will use student performance data to identify students who are not making satisfactory progress and refer them to the Committee on Special Education for evaluation.
- **Clinical Supervision:** Assessment data will be used to identify teachers' strengths and areas for improvement and target effective coaching, modeling, observation and feedback to support teachers' growth.
- **Teacher Evaluation:** Data will be used to compare class level progress and achievement which will inform teacher placement and retention decisions.
- **Program Evaluation:** At the end of each year, the principal/school director will evaluate the curriculum, instruction, assessment, intervention and professional development programs on two variables: the degree to which they have been successfully implemented and the degree to which they have impacted student performance. The results of these evaluations/analyses will drive strategic planning, curriculum review and revision, and the agenda for the summer professional development that takes place prior to the beginning of each school year. These data will allow staff to make more informed decisions about refining units and lessons, selecting appropriate materials and resources, and implementing effective teaching strategies for the coming school year.

**Board of Trustees**

- **Accountability:** The board will receive regular updates on student performance and use this information to monitor progress towards achievement of the school's mission and accountability goals. Ultimately the board will use these data to make the case for renewal of the charter.
- **Management Evaluation:** The most important criteria for evaluating school management will be student achievement. Clear measurable performance goals will be established and used as a significant part of the evaluation process.

**Parents**

- **Accountability:** Parents will be provided with regular updates on their child's performance via progress reports and report cards, which they can use to determine if the school is living up to its promises and decide whether to keep their child enrolled.
- **Student Support:** Student performance reports will provide clear information about students' strengths and weaknesses, allowing parents to provide targeted support at home.

**Reporting**

Parents will be informed of their child's academic and behavioral progress at regular intervals every six weeks. The assessment system is set up as three (3) trimesters with progress reports and benchmark assessments every six weeks. Parents will receive progress reports mid-way through each trimester (every six weeks) to ensure effective communication regarding each student's progress. Report cards will be sent out at the conclusion of each trimester and will include a summary of the student's grades, academic strengths and weaknesses, and any concerns about promotion to the next grade. In additional, three formal parent-teacher conferences will be held throughout the school year. In the primary years, communication will be more frequent. A weekly syllabus will inform parents about key learning, homework, and standards to be met that week. Parents will also be asked to sign homework and quizzes to acknowledge receipt of information. As needed, teachers will call parents at home every two weeks to inform them of their child's progress.

Students at the Southwest Key Charter School are held to rigorous standards and expected and supported to meet grade level standards mastery. Students at risk for retention will be identified and individualized learning plans will be appropriately revised with a plan of action for success. The school will notify parents that their child's promotion is in doubt and include them in strategies to accelerate the student's learning. If students are ultimately unable to meet grade level standards as documented by grades and assessments, they will be asked to repeat the grade.

School-wide performance data will be regularly reported to the board and the school community. Overall results from benchmark assessments and other standardized tests will be shared at board meetings; progress towards achievement of the school's accountability goals will be documented in an annual report that will be available on the school's website.

**E. School Climate and Discipline**

**School Culture and Climate**

At the Southwest Key Charter we strongly believe that every student can achieve greatness with the appropriate positive reinforcement, encouragement, and support systems. We are confident in the ability of our students to meet and exceed expectations and will support them every step of the way as they continue to learn, grow, and achieve their academic and personal successes.

**Highly-Structured and Safe Learning Environment**

At the Southwest Key Charter School we understand that effective learning cannot occur in an atmosphere of chaos and disorder. It is essential to the delivery of our school mission that we create a

structured and safe environment that allows teachers to focus on teaching and allows our students to learn. Expectations will be outlined in the Student Code of Conduct, which will be presented to youth and their parents at the beginning of the school year and reinforced throughout the school year. It provides the necessary tools to guide students' internal decision-making in order to assist them in making positive choices. Student adherence to our Code of Conduct will ensure a safe environment conducive to learning.

**Student Behavioral Expectations**

At the Southwest Key Charter School our goal is to develop confident, self-assured learners. We believe that confidence will come from our delivery of an environment that engages students in learning. To promote a safe and orderly learning environment, the Southwest Key Charter School has high standards for student conduct, which will regularly and consistently be communicated to our students and their parents. We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. A strong school culture will be the foundation of student discipline, utilizing student engagement strategies.

Behavioral expectations will be consistent from classroom to classroom. All students will be expected to wear uniforms, practice common courtesies, and learn how to converse respectfully with their peers and with adults. In all classrooms, students will be required to listen to and respect their teachers. Our school's high behavioral expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students. Poor behavior choices will be addressed quickly, effectively, and in developmentally appropriate ways. As students move on the elementary to middle and ultimately high school grades, they will be provided with more independence as well as increased expectations for self-regulation.

**Common School-Wide Procedures and Classroom Management**

Our school day is structured and transparent so that students understand how to adhere to school routines. To effectively redirect and correct student behavior, teachers will be trained in common student discipline techniques. Specific behaviors will be taught though common school-wide procedures which infuse our daily rituals and routines. The school's Code of Conduct is clear and detailed and includes both positive and negative consequences for behavioral choices. Our students will be recognized for their positive contributions and demonstrated commitment to learning and growing, thus modeling for all students what is expected and celebrated at the Southwest Key Charter School. Students who exemplify school values and positive behavioral choices will earn rewards such as the opportunity to go on extra field trips.

Students who engage in negative behaviors and violate the school's Code of Conduct will earn consequences such as loss of recess, field trips, and fun activities. Families will be regularly notified of their child's behavior so that parents can be involved in helping students to reach all academic and behavioral expectations. Significant and repeated violations of the Code of Conduct will result in families being called into school to create a solution. If a student continues to be disruptive, more serious disciplinary action may occur. By focusing seriously and in developmentally appropriate ways on rules and behavioral standards in the early grades, an environment conducive to effective learning will be maintained.

In the event that repeatedly disruptive behavior continues once the student returns to the classroom, or when a student displays behaviors that threaten the safety of our students or staff, the Principal may impose a variety of disciplinary actions such as exclusion from extracurricular activities or short-term suspension of up to five (5) days. Long-term suspension, including the removal of the student from the school for a period of more than five days, or permanent expulsion of a student from the school may occur for more extreme or severe cases of student misbehavior.

Special provisions of discipline may be taken for special education students or students with disabilities. For situations involving these students, the Southwest Key Charter School will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). This may include, but is not limited to, providing functional behavioral assessments and behavioral intervention plans, conducting a review to determine the relationship between the behavior and the student's disability, and expediting resolutions and evaluations of these students.

**Parent Communication and Involvement**

Communication is integral to parent participation and student success. We will inform parents of student progress through daily, weekly and monthly systems in the families' home language. These systems include immediate phone calls, regular correspondence, trimester report cards and meetings, and three formal parent-teacher conferences. Weekly homework syllabi, behavior and reading logs, and monthly and/or quarterly newsletters will keep parents informed about their child's progress at school. Parents can also access teachers through voicemail and email to get immediate daily concerns addressed.

**Parent Academy**

At the Southwest Key Charter School we recognize the important roles that parents play in the ultimate academic success of their children. Research indicates that the best academic outcomes occur when a parent regularly communicates with their child's teacher about their children's curriculum and progress. Higher rates of college attendance are seen in families whose parents take an interest in what their children are learning, assist with homework if needed and possible, and express to their children an expectation of going to college.

At the same time, our experiences working with underserved populations have shown us that parents oftentimes do not have the resources, time, knowledge, or experiences required to adequately support youth in regards to education. Many of the parents that we will work with may not have a high school diploma while others may not have even finished middle school themselves. Coming from extremely low-income households, many parents will work long hours or multiple jobs, leaving very little time to support their children in their learning.

As such, the Southwest Key Charter School has developed the Parent Academy to fully support students and their families in their educational endeavors. The Parent Academy will be a collaboration between school administrators, teachers, and parents to ensure student success. Supported by a Program Coordinator and through the participation of guest experts, parents will be trained and educated in academic, social, legal, and health related issues as they pertain to their children. As needed, parents needing additional academic support may receive instruction in particular core subjects so that they can adequately support their children with homework assignments. Parents will also have the opportunity to learn about and participate in more advanced student activities, such as computer instruction. Parents

will be able to embrace technological learning opportunities while, at the same time, supporting their children in their learning. Ultimately, parents will be empowered with the skills to provide their children with the support need to achieve academic success.

## II. ORGANIZATIONAL PLAN

### A. Governing Body

**Board Structure**

The Southwest Key Charter School will be governed by an independent Board of Trustees that is responsible for ensuring fidelity to the charter and achievement of the mission. The board will adopt a set of by-laws that spell out in detail its structure and functions. (See Attachment 5: Proposed By-Laws.) The board will be composed of 5 – 11 members who will serve for three year terms and will strive to reflect a range of relevant skills sets and characteristics necessary for governing a public charter school, such as expertise in education, business and finance, non-profit management and governance, as well as ties to the community.

The board will have four officers—chair, vice-chair, treasurer and secretary. In order to most efficiently carry out its responsibilities, the board will also establish committees to which it will appoint members and leadership, delegate authority and set expectations for reporting. The board will meet at the school at least monthly to carry out its policy-making and oversight responsibilities. It will use Roberts Rules of Order to conduct the meetings. All meetings of the board and committees will adhere to the Open Meetings Law; meeting dates and venues will be publicized in the community via the school's website and other means. The school will actively encourage the attendance of parents and guardians and school staff at board meetings and provide meaningful opportunities for input into the governance of the school, including public comment periods at board meetings and regular family and staff satisfaction surveys. Finally, minutes will be taken for all board and committee meetings, which will be publicly accessible via the school's website and at the school's main office.

**Board Roles & Responsibilities**

The Board of Trustees of Southwest Keys Charter School will be dedicated to the needs of the South Buffalo and Lackawanna communities and the mission of the school. It recognizes that the key roles and responsibilities of board members are:

1. To establish the mission, vision and goals of the school.
2. To set policies that provide clear direction and set reasonable parameters within which the school program will be implemented.
3. To hire, monitor and evaluate the management of the school.
4. To ensure the school has adequate resources to carry out its program and achieve its mission.
5. To enhance the public reputation and advocate for the school.
6. To hold management accountable for achieving goals and compliance with laws and regulations

7. To formulate long-term strategic plans to maintain the school's viability and attain renewal of the charter.

Provided below are job descriptions for Southwest Keys Charter School board members and officers:

**Board Members:**

1. **Board Meetings and Board Affairs:** Regularly prepares for, attends and actively participates in all regular and special board meetings using fair, independent judgment and due care. Understands the values of Southwest Key Charter School and uses them in decision making to help ensure that the school achieves its mission and vision. Volunteers for and willingly accepts assignments and completes them thoroughly and on time. Stays informed about board matters. Builds a collegial working relationship with other board members that contributes to consensus.
2. **Planning and Policy:** Actively participates in setting the school's strategic goals and objectives and assessing its performance. Participates in establishing and approving the school's overall principles and policies. Monitors implementation of policies and programs; periodically reviews and revises as necessary policies and goals.
3. **Board Committees:** Serves on at least one committee. Attends all regular committee meetings and actively participates in the proceedings.
4. **Conflicts of Interest:** Maintains and promotes high ethical standards. Adheres to a duty of loyalty to the organization, which includes good-faith board decision-making and avoiding actual or perceived conflicts of interest.
5. **Confidentiality:** Maintains the confidentiality of the private information of the organization, staff, partners, students, and other board members.
6. **Budget and Finances:** Is fiscally responsible, with other trustees, for the organization. Reviews, monitors and approves Southwest Key Charter School's budget and annual audit.
7. **Fundraising:** Participates in fundraising for the organization, including making a personally meaningful financial donation.
8. **Staff Oversight, Compensation, and Evaluation:** Participates in the hiring, periodic evaluation, and decisions regarding the compensation of the Superintendent.

**Chair:**

1. **Board Meetings and Board Affairs:** Develops agendas for meetings in collaboration with the Superintendent. Presides at board meetings and ensures that the agenda is closely followed, every board member has the opportunity to participate in discussions, and the board uses proper decision-making procedures. Provides overall leadership to the Board of Trustees, including preparation of pre-meeting materials and recruitment and orientation of new board members.
2. **Policy and Planning:** Works with the Superintendent and the board to establish the guiding principles, policies, and mission for Southwest Key Charter School and to identify the need for new or revision of existing policies.

3. **Board Committees:** Works to structure a committee system that contributes to the board's overall effectiveness and recommends to the board which committees are to be established. Serves as an ex officio member of all board committees. Appoints the chairs of committees, in consultation with other board members. Maintains regular contact with committee chairs to ensure that their work is carried out; identifies committee recommendations that should be presented to the full board.
4. **Budget and Finances:** Works with the appropriate board members to oversee the budget of the organization.
5. **Fundraising:** Guides the work of the board to secure funds for the organization by overseeing the development of fundraising policies, encouraging and supporting the fundraising efforts of the development committee and individual board members, and soliciting contributions from board members and selected outside contributors.
6. **Oversight, Compensation, and Evaluation of the Superintendent:** Oversees the hiring, evaluation, and compensation of the Superintendent. Works to develop a succession plan for the Superintendent's position.
7. **Board Development:** Oversees efforts to build and maintain a strong board by setting goals and expectations for the board, cultivating leadership among individual board members and working with the nominating committee to make board development a priority.
8. **Board Member Recruitment and Orientation:** Works to identify and recruit new board members who bring important skills and knowledge to the board.
9. **Board Evaluation:** Works to make sure the board has opportunities to reflect regularly on how well it is meeting its responsibilities to the organization through board meeting debriefings and periodic self-assessments.
10. **Public Relations and Communications.** Oversees the development of communications policies; and works to promote the work of the organization in conversations, speeches, interviews, and other day-to-day activities.

**Vice-Chair:**

1. Understands the responsibilities of the board chair and performs these duties in the event of the absence, disability, or resignation of the chair.
2. Becomes chair only upon being elected to the position by the board.

**Secretary of the Board:**

1. Ensures that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
2. Ensures that accurate records of board meetings are made in compliance with the organization's governance documents and all laws, including the New York Open Meetings Law.
3. Executes official documents on behalf of the organization, as needed.

**Treasurer:**

1. Oversees and monitors the finances of the organization and serves as the chair of the finance committee.
2. Ensures development and board review of financial policies and procedures and oversees the financial aspects of board decisions.
3. Ensures that accurate books and records on financial condition are maintained.
4. Ensures that an annual independent audit is conducted and reported to the board and authorizer.
5. Works with the organization and the corporate accountant to develop a long-term financial strategy.
6. Works with the Superintendent and Chief Financial Officer to ensure that appropriate financial reports are made available to the board on a timely basis and assists the Chief Financial Officer in presenting the budget to the board for approval.

The founding group recognizes the importance of strong and effective governance and plans ongoing development for board members. It has already undertaken training on school governance and start-up. Once the charter is approved seven (7) members of the founding group intend to become the founding board and then recruit and select additional members in keeping with the by-laws' stipulation of 5 – 11 members on the board. Moreover, a board handbook will be developed that includes: job descriptions for board members and officers, a copy of the charter, the by-laws and code of ethics, key policies approved by the board, a meeting calendar, and past meeting minutes. All new members will participate in an orientation that addresses the school's mission and design, board structure and procedures, principles of good governance, the financial and academic status of the school, and their individual responsibilities.

**B. Founding Group Composition**

**Founding Group and Board of Trustees**

The founding group has been working to develop an application that reflects research and best practices in education, community development, non-profit management and governance, and organizational start-up. The table below demonstrates the diversity of expertise and experience our founding group and Governing Board/Board of Trustees brings to this endeavor. Resumes for each can be found in **Attachment 7**.

The founding group includes nine (9) individuals with a bring with them a wide range of expertise in public and charter school start-up, implementation, management, and financial management, accounting, legal compliance, fundraising/development, and real estate and facilities acquisition. Several members bring with them teaching and school leadership expertise including school administration in K-12 education, Board participation and leadership, and community outreach engagement while others bring extensive expertise in social service management specifically in the Buffalo area.

As noted, seven (7) members of the founding group intend to become the members of the Governing Board/Board of Trustees, bringing continuity to the board's understanding of the mission and vision of the school. To ensure that our Board leads the school with the needs of our geographic population in mind, six (6) of our Board members reside in Buffalo, New York.

| Name | Organizational Leadership & Accountability | Educational Leadership, Accountability & Instruction | Fiscal Management/ Operations Oversight | Facilities Planning & Management | Legal & Compliance | Youth Services/ Community Engagement | Social Services/ Non-Profit Management |
|---|---|---|---|---|---|---|---|
| **Juan Sanchez, Ed.D.*** | √ | √ | √ | √ | √ | √ | √ |
| **Paul Buchanan, FCJ*** | √ | √ | √ | √ | √ | √ | √ |
| **Lourdes Iglesias*** | √ | | √ | √ | √ | √ | √ |
| **Thomas Lillis*** | √ | √ | √ | √ | √ | √ | √ |
| **Belle Montree*** | √ | | √ | √ | √ | √ | √ |
| **Janet Barnes*** | √ | √ | √ | √ | √ | √ | |
| **Paul Pasternak*** | √ | | √ | | √ | √ | √ |
| **Joe Gonzalez, Ed.D.** | √ | √ | √ | √ | √ | √ | √ |
| **Melody Chung** | √ | | √ | √ | √ | √ | √ |

(*denotes proposed Founding Group and Board of Trustees Member)

**Juan J. Sanchez, Ed.D. (Lead Applicant/Founding Group/Proposed Board Chair)**
Dr. Sánchez is the founder and Chief Executive Officer of Southwest Key Programs, Inc., a nonprofit community development corporation and social service agency employing more than 1,000 individuals across six (6) states providing juvenile justice programs, shelters for children, quality education, youth empowerment programs, and workforce development services to thousands each day. Dr. Sanchez was instrumental in the founding and implementation of the East Austin College Prep Academy, a premier charter middle school in Austin, Texas, that provides a rigorous academic program that prepares students for college and beyond. He currently serves as the board chair for the East Austin College Prep Academy.

Dr. Sánchez has a Masters Degree in Social Work from the University of Washington and was among the first Chicanos to receive a doctorate from the School of Education at Harvard University. He is a nationally recognized leader in the field of juvenile justice serving on the Board of the National Council on Crime and Delinquency, as an associate with the Vera Institute of Justice, as technical assistance provider for the Annie E. Casey Foundation's Juvenile Justice Alternative Initiative, and as a recent appointee to the National Council of La Raza's Board of Directors.

**Paul G. Buchanan, FCJ (Founding Group/Board Member)**
As an Erie County Family Court Judge, The Honorable Paul G. Buchanan has handled thousands of cases concerning families in crisis. In 2007, Judge Buchanan created the Juvenile Justice Part to focus on the

service needs of Juvenile Delinquents including mental health, family and substance abuse counseling, and incorporating a Juvenile Substance Abuse Treatment Court. At the same time he operated a National Council of Juvenile and Family Court Judges' Model Court for Juvenile Delinquency, incorporating National Best Practices in Detention Reform, Out of Home Placements, and Division from Juvenile Justice Service Programs. Judge Buchanan served on the Buffalo Board of Education as an at large member from 1999 – 2004 and as Board President in 1999, 2000, and 2001. *Note*: Judge Buchanan is currently awaiting a written Opinion from the NYS Advisory Committee on Judicial Ethics as to whether a Family Court Judge can serve on a board of a charter school and expects a decision after their next regularly scheduled meeting in April 2011. Judge Buchanan has received a verbal opinion that he can pursue Southwest Key Charter School Board membership while awaiting the formal written assurance.

**Lourdes Iglesias (Founding Group/Board Member)**
Lourdes Iglesias is the Executive Director for Hispanics United of Buffalo, currently the only non-for-profit CBO focused on the empowerment and well being of the Hispanic/Latino Community in Western New York. She has over fifteen years of experience in managing the non-for-profit sector and has been recognized for her outstanding commitment to the progression of the Latino/Hispanic community throughout Upstate New York and in the Erie County. She is co-founder of the Latino Business Owners Association and founder of the Upstate Latino Summit 2007. Her objective has always been to see a vibrant, effective and progressive Latino community in the City of Buffalo and Erie County. Her passion is to promote and advocate for the self sufficiency of women so that they may be role models for their children. She has received numerous awards for her significant contributions towards the development of the Puerto Rican/Hispanic Community in Upstate New York.

**Thomas Lillis (Founding Group/Board Member)**
Thomas Lillis currently serves as the Deputy Commissioner for the Erie County Department of Social Services. He has over 36 years of experience in the provision of and managerial oversight of youth mental health services, supports, and programs throughout Buffalo and Erie County. Mr. Lillis also serves as an adjunct faculty member for the St. Bonaventure University School of Education. Through his experience he has worked with thousands of disadvantaged youth and understands their needs for motivating and relevant education.

**Belle Montee (Founding Group/Board Member)**
Belle Montree has served as a Social Worker, team leader, program administrator, vice president for the Child & Family Services of Erie County, Inc. In her various capacities, she has provided and currently oversees: quality clinical treatment for children, adults, and individuals diagnosed with mental health disorders; care coordination and case management services for individuals served in behavioral health and child welfare programs; and the delivery of behavioral health services for children in Buffalo Public School system via the Closing the Gap School Initiative. She has developed and managed several home based service programs for children and their families. Ms. Montree brings with her over 30 years of social service experience specifically in the Buffalo region as well as wealth of local resources and information.

**Janet Barnes (Founding Group/Board Member)**
Janet Barnes has more than 38 years of experience in public education service delivery in schools throughout Buffalo and New York. Her varying educational roles include, but are not limited to, a

teacher for numerous schools, Principal for the Popular Academy, Lincoln Academy, Principal on Assignment for Buffalo Schools Music Department, and NYS School District Administrator. Having served in these positions, Ms. Barnes has a wealth of expertise and knowledge in school operations, fiscal management, and oversight.

**Paul Pasternak (Founding Group/Board Member)**
Paul Pasternak currently serves as the Program Director for several Southwest Key community-based juvenile justice accountability programs. He supervises all aspects of program operations including fiscal and operations management, professional development, and physical plant and transportation operations. Mr. Pasternak has 19 years of experience in the delivery of mental health and social services to at-risk youth, including 17 years in service delivery in Buffalo, New York. Mr. Pasternak brings insight into the educational and social needs of at-risk youth and their families.

**Joe Gonzales, Ed.D (Founding Group)**
Dr. Joe E. Gonzales received a Doctorate from Wayne State University in 1990. He has had experience at every level of education through university teaching. He has received numerous awards which include, but are not limited to, Outstanding Hispanic Educator in Michigan, The John Stanford Education Award, The US Congressional Thank You Proclamation, The State of Michigan Governor's Certificate of Commendation, The Michigan State Board of Education Hispanic Educator of the Year, The Texas House of Representatives Resolution, and The Texas Senatorial Resolution, and the NBC Making a Difference Nightly News with Brian Williams Recognition. Dr. Gonzales brings with him expertise in curriculum development as well as public and charter school operations management, oversight, and fiscal accountability.

**Melody Chung (Founding Group)**
Ms. Melody Chung is the Chief Financial Officer of Southwest Key Programs, Inc., where she oversees more than 41 budgets with an annual operating budget of $58 million. Ms. Chung is also responsible for the oversight and administration of all the financial activities related the East Austin College Prep Academy. She has over 20 years of experience in public accounting and industry, with audit experience in nonprofit organizations, school districts, charter schools, cities, governmental agencies, and banking.

In continuing recruitment efforts, our leadership team will seek to recruit additional Governing Board members, particularly those with backgrounds in instruction, educational accountability, and community engagement. We will also actively recruit a minimum two Southwest Key Charter School (2) parents to serve as representatives on the Board. **Attachment 8** statements of assurances while **Attachment 9** includes requests for information for prospective charter school board members.

**Board Training**

Founding members of the Southwest Key Charter School as well as our Board of Trustees have received and reviewed comprehensive information regarding their responsibilities as trustees and will continue to receive information including proposed by-laws and Code of Ethics. During the pre-opening phase, Board of Trustee members will also attend a leadership training where they will review the mission and vision of the school as well as the their responsibilities as trustees.

**Board Meetings**

The Board of Trustees will meet each month and will comply with all aspects of the Open Meeting Law. Meeting dates will be set for each upcoming year at the annual Board Meeting. Meetings will be publicized on the school's website, in monthly newsletters sent out via email to families, and in other regular correspondences to community stakeholders, including various local media outlets. The Board Chair will preside over the meeting's agenda.

Prior to each Board of Trustee meeting, Board members will receive a packet prepared by the Principal including, but not limited to:

- An executive summary of the overall state of the school, status of new programs or initiatives, and key issues to address
- Minutes from the previous Board meeting
- Financial statements including income statement, balance sheet, and cash flow statement
- Student enrollment, performance, and retention data
- Student outcome summary report three times per year (upon completion of each trimester)
- Staff performance and retention data

**Bylaws and Code of Ethics**

A copy of the Southwest Key Charter School's proposed Corporate By-Laws is included in **Attachment 5** includes while our proposed Code of Ethics is included in **Attachment 6**.

**C. Management and Operation Organizational Chart**

**Organizational Chart**

A proposed organizational chart for the Southwest Key Charter School that depicts the staffing structure and reporting responsibilities for the board, administration and staff is included in **Attachment 10**.

**Management Roles and Responsibilities**

To ensure the optimal delivery of educational services, the Southwest Key Charter School will maintain a governance and management structure that incorporates accountability on all ends. The Southwest Key Charter School Board of Trustees will be responsible for the ultimate academic, fiscal, and regulatory oversight of the school. Board oversight will include, but is not limited to, approval of all school policies and procedures, monitoring of financial activities, and effective policy implementation. The Board of Trustees shall designate a representative to provide periodic updates regarding the school to the Southwest Key Programs, Inc. Board of Directors.

The Southwest Key Charter School Principal will report directly to the Board of Trustees and will be responsible for the school's day-to-day management, implementation of the educational program, and finance and operations. Serving as the instructional leader of the school, the Principal will oversee all curriculum development and implementation. The Principal is also responsible for all personnel decisions including hiring, evaluating teachers, coordinating their professional development, and supporting their work. Upon award of a charter from NYSED, the Southwest Key Charter School will conduct an extensive local and national search for a Principal with a history of experience in designing and promoting relevant and effective educational programs and curricula. Desired qualifications

demonstrated success in improving student outcomes, expert knowledge of instruction and curriculum, and experience with student assessments and data-driven instruction. Additional attributes would include experience in the implementation and management of successful schools.

During the third year of operation (2014-2015 school year), a Superintendent/Principal will be hired to oversee the middle and high school grades as well to provide administrative leadership, managerial supervision, and support to the elementary school Principal. The Superintendent/Principal will maintain duties similar to the Principal, but will focus attention on the middle and high school grades. In addition to the duties listed above, the Superintendent will be responsible for effective the overall effective operation of the school; general administration of all instructional, business or other operations of the school; and for advising and making recommendations to the Board of Trustees with respect to such activities.

During the first two years of operation, the Business Manager will report directly to the Principal and will be responsible for the daily operations and accounting functions of the school. The Business Manager will oversee operational functioning such as purchasing, facility, student records, technology, food, and transportation. Financial duties will include the processing of financial functions on a timely basis and will ensure that school revenues are within budget and allocated accordingly. The Business Manager will receive assistance and support from Southwest Key Programs in financial services, as indicated below. During the fourth year of operation (2015-2016 school year), a Finance Manager will be hired to oversee the financial management and accounting of the entire school, including finances for all grade levels, and will directly supervise the Business Manager.

All other Southwest Key Charter School staff, including teachers, teaching assistants, and executive and administrative assistants, will report directly to the school Principal. Every employee will be required to undergo background checks and child abuse registry in accordance with the law. **Attachment 11** includes key position descriptions and qualifications for hiring.

**Operational Support from Southwest Key Programs, Inc.**

To ensure the ultimate success of the school and its students, Southwest Key Programs, Inc. will provide a wide range of administrative support for the Southwest Key Charter School, including the following:

1. ***Finance.*** Southwest Key Programs shall provide finance services to Southwest Key Charter School such as preparing and maintaining the school's budget based on legal and financial requirements; providing budgeting assistance for grant applications, preparing expenditure reports based on legal and financial requirements; reviewing checks as needed before printing signatures; maintaining appropriate banking relationships to oversee cash flow and bank transactions; performing a monthly balance sheet reconciliation; compiling financial statements and performing a financial statement review and analysis; maintaining a system for assets and equipment management; setting up and maintaining accounting procedures for the Southwest Key Charter School; and ensuring that the school's tax documents are filed, as required.
2. ***Payroll.*** Southwest Key Programs shall provide payroll services to the Southwest Key Charter School such as setting up and maintaining employee information in the payroll and timekeeping systems; monitoring and verifying employee timekeeping; troubleshooting timekeeping problems; running payroll semi-monthly; printing checks or depositing net pay amounts into each Southwest Key

Charter School employee's bank account; making monthly payroll tax deposits as required by the IRS; preparing and submitting required payroll reports; processing all W-2s and W-3; and handling all benefits' payments and deductions.

3. ***Accounts Receivable.*** Southwest Key Programs shall provide accounts receivable services to the Southwest Key Charter School such as reviewing cash receipt reconciliations prepared by the school; maintaining accounts on behalf of the school; and depositing monies into the school's accounts in a reasonable and prudent manner.
4. ***Accounts Payable.*** Southwest Key Programs shall provide accounts payable services to the Southwest Key Charter School such as reviewing check requests and invoices to ensure the coding is correct, documentation is sufficient, proper approval has been obtained and the cost is allowable and reasonable within the budget; processing payment for invoices; and corporate charge card administration.
5. ***Insurance.*** Southwest Key Programs shall provide consulting services on insurance matters to the Southwest Key Charter School such as negotiating insurance polices on behalf of the school and reconciling insurance billing with the insurance company if there is a discrepancy.
6. ***Human Resources.*** Southwest Key Programs shall provide human resources services to the Southwest Key Charter School such as recruitment, background checks, assistance and support for school-sponsored benefits and assistance with employee relations issues.
7. ***Graphics and Communications.*** Southwest Key Programs shall provide the Southwest Key Charter School with graphics and communications support such as the design and printing of brochures and information materials, the preparation and submission of press releases and the design and creation of the school's graphics and website.
8. ***Grants and Development.*** Southwest Key Programs shall provide services to the Southwest Key Charter School to assist with attaining new grants. As reasonably requested by the Southwest Key Charter School, Southwest Key Programs may also assist in compiling, completing, and submitting documentation and reports required to satisfy the school's grant requirements.
9. ***Information Technology.*** Southwest Key Programs shall provide the Southwest Key Charter School with IT services such as providing the school with a network, e-mail, network security, file storage and computer support services.
10. ***Legal.*** Southwest Key Programs shall provide the Southwest Key Charter School legal services such as assistance with: the review and preparation of contracts and other legal documents; any litigation or legal claims that affect the school; and human resources or other matters with legal implications.
11. ***Other Services.*** Southwest Key Programs shall provide the Southwest Key Charter School other services as may be reasonably requested by the school.

**C.1. Charter Management Organizations**

**Applicant Instructions:**
Select the statement that is applicable and proceed as directed:

☐ We intend to contract with a not-for-profit charter management organization. *Continue with completion of this section.*
☒ We do not intend to contract with a not-for-profit charter management organization. *Skip to the next section.* ***Attachments # 12 – 16 are not applicable and are not included in this application.***

**D. Staffing and Human Resources**

**Staffing Plan**

The Southwest Key Charter School has developed a staff plan that is in alignment with our school's anticipated enrollment as well as our budget. To support the success of our educational program, we are maintaining a 1:18 ratio for elementary school grades and a 1:20 ratio for middle and high school level grades. Our staffing-related budget assumptions directly align with the educational needs of our program by maintain small class sizes. Further, our proposed plan supports the sound operation and successful implementation of the school's educational program.

During the initial academic year (2012 – 2013) our school will be serving grades K, 1, and 5. Due to the small student enrollment population the first year (estimated 132 students), our staffing plan will remain relatively small with one (1) Principal, one (1) Business Manager, eight (8) teachers, and support staff. By our fifth year of growth (2016 – 2017) our school will be serving grades K-9 with an anticipated enrollment of 560 students. To accommodate the growth of the school, during year 5 our school will include one (1) Superintendent/Principal (Middle/High School), one (1) Principal (Elementary), one (1) Director of Finance, one (1) Business Manager, 39 teachers, and various support staff. To meet the needs of our ELL and special education student population, our teachers throughout the five (5) initial years of operation will include core, special education, and specialty teachers.

**SOUTHWEST KEY CHARTER SCHOOL**

**PROPOSED STAFFING PLAN**

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|
| Superintendent/Principal | | | 1 | 1 | 1 |
| Principal | 1 | 1 | 1 | 1 | 1 |
| Curriculum Coordinator | | 1 | 1 | 2 | 2 |
| Director of Finance | | | | 1 | 1 |
| Business Manager | 1 | 1 | 1 | 1 | 1 |
| Administrative Staff | 2 | 2 | 3 | 3 | 4 |
| Teachers – Core Academics | 7 | 13 | 20 | 26 | 30 |
| Special Education Teachers | 2 | 3 | 4 | 5 | 6 |
| Teaching Assistant's | 2 | 3 | 4 | 5 | 5 |
| Specialty Teachers | | 3 | 6 | 9 | 12 |
| Counselor | | | | 1 | 2 |
| Parent/Teacher Coordinator | | 1 | 1 | 1 | 2 |
| Librarian | | | 1 | 1 | 1 |
| Custodian/Handyman | 1 | 1.5 | 1.5 | 2.5 | 2.5 |

An additional staffing plan that includes our proposed breakdown of teachers per grade level for the first five (5) years of operation is included in **Appendix D.**

**Recruitment and Retention of Effective Teachers**

As previously discussed, the Southwest Key Charter School is committed to hiring and retaining the best, brightest, and highest quality of teachers who will be held to high expectations of professional performance. We will seek to recruit quality teachers with skills and characteristics that will support our school's mission and vision. Teachers at the Southwest Key Charter School will be recruited and retained because they are effective, professional, and dedicated educators. With our youngest students, teachers must be experts in literacy development, particularly with the needs of our target population. Teachers will be credentialed and highly qualified as required by No Child Left Behind. The individuals that we will seek to fill our teaching positions will ideally meet the following criteria:

- Passion for the mission of the Southwest Key Charter School
- Possesses a love for working with youth
- Exceptional work ethic
- Proven positive teaching record
- Enjoys working collaboratively with others
- Data-driven
- Willing to work long hours
- Flexibility
- Creative problem solver
- Proven high degree of competency in subject matter

In addition to our school administration, teaching, and support staff positions, we will also recruit individuals to support our ELL and Special Education student population. For these positions, we will seek candidates with specific experience working with these populations.

The Southwest Key Charter School will undergo an extensive recruitment process to attract candidates and educators with passion, subject mastery, and the commitment to do whatever is necessary to ensure the academic success of our students. We will advertise available positions throughout Buffalo and Lackawanna and will post information at local universities, at education-related job fairs, in local newspapers, and on Internet job search sites and professional teaching association websites. Our school will develop partnerships with various educational resources including, but not limited to, Teach For America, Resources for Indispensable Schools and Educators (RISE), Building Excellent Schools, and Schools of Education at local colleges and universities throughout the State of New York.

We will also look to our founding group and board members to promote available positions throughout their communities. We will utilize their connections with college and graduate school alumni networks, fellowship and professional networks, and professional and social networks for staff referrals and recruitment. Further, we will utilize Southwest Key's relationships with nationally recognized organizations, such as the National Council of La Raza and National Alliance for Public Charter Schools, to recruit high quality candidates for our teaching and management positions.

To retain our high quality teachers, the Southwest Key Charter School will establish a culture that is highly supportive, invested in our staff's professional development, and provides the opportunity to work with equally mission-driven individuals. Our administration will maintain an open door policy where our staff can raise questions and concerns knowing that they will receive the support of management.

To further retain staff, the Southwest Key Charter School will offer competitive salaries and benefits with incentives to remain at the school for three years or longer. As we understand that the job will require our teachers to go above and beyond a traditional public school teacher, the compensation package reflects the additional time and energy that will be required of them. Teachers will participate in performance-based compensation determined by student academic progress and school leadership evaluations. Staff will be encouraged and rewarded for taking on leadership roles and will have opportunities to participate in exciting professional development that incorporates proven effective teaching strategies, best practices, and state-of-the-art training.

Built in to our budget and structure will be regular professional development opportunities for teachers to grow as professionals while improving their classroom effectiveness. In following other successful charter school models, teachers and staff will be actively trained and prepared to take on key school leadership roles and have the opportunity to become school administrators as the Southwest Key Charter School scales to full growth. At the end of each school year, our staff will be required to complete annual satisfaction surveys, which will be utilized to guide decisions regarding the work environment offered at our school.

**Methods for Evaluation of Teachers and Other Instructional Staff**

At the Southwest Key Charter School we view the evaluation of teachers and instructional staff as a critical component of the successful implementation of or educational plan. Each teacher will meet with the Principal at the beginning of the year to establish performance objectives in the following PDAS domains:

- Active, successful student participation in the learning process
- Learner-centered instruction
- Evaluation and feedback on student progress
- Management of student discipline, instructional strategies, time and materials
- Professional communication
- Professional development
- Compliance with policies, operating procedures, and requirements
- Improvement of academic performance of all students on the campus.

The Principal will monitor the classrooms regularly and use the cumulative data collected from many observations to evaluate the teacher, along with student performance data. The Principal will meet regularly teachers to discuss their progress toward meeting objectives in their plans. The teacher will also be required to complete a self-evaluation. Summative conferences between the Principal and each teacher will be held twice (2) each school year to discuss student performance data as well as observation and evaluation findings. One of these summative conferences will be held with the teacher at the end of the school year to discuss the yearly evaluation. The meeting will focus on the teacher's

progress in meeting the performance objectives identified at the beginning of the school year. For teachers in need of assistance, an extensive intervention plan will be developed.

In addition to the PDAS, teachers will also be evaluated based on student improvement on major New York State core academic standards assessments. The Principal will also take into account results from a school developed survey of parents and guardians regarding the effectiveness of each student's teachers for the school year. At the end of each school year, the Principal will review the staffing with the Board of Trustees and discuss pay increases and hiring decisions for the following year. The Principal will hold individual meetings with staff to discuss plans for the next school year including re-hiring decisions, pay increases, and professional development opportunities.

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

**Outreach and Recruitment Plan**

Having worked in low-income, predominantly minority communities for the past 24 years, our organization is well adept at implementing outreach and recruitment plans in communities that are traditionally less informed about educational options. As such, our outreach and recruitment plan for the Southwest Key Charter School will rely heavily upon a 'grass roots' approach and campaign to attract potential students. From October through April of each year, the school will implement a strategic marketing plan to broadly disseminate information about the school. At the core of the marketing materials will be a brochure describing the school programs and faculty and staff qualifications, identifying members of the board, and outlining expectations for students and their families. Also included in the materials will be a detailed explanation of the admission process, including a timeline, for the next school year. Information will also be translated into Spanish to meet the needs of our ELL student/family population.

In order to fill our classrooms, we will distribute flyers and information brochures throughout the community where children and families congregate. Enrollment information will be sent via direct mail and door-to-door canvassing to community groups or families living in the designated geographic boundary.

This will include the distribution of information and presentations at local churches, community and recreation centers, libraries, parks, and at local community-wide events. We will also tap into our relationships with social service organizations and agencies to distribute information at their sites. For the convenience of working parents, we will host 'open house' informational sessions throughout the community on evenings and weekends where interested students and their parents can learn more about our school.

We will also post information on our website, various social media forums, and in local newspapers. In efforts to attract students, our outreach materials will include information regarding the dynamic and engaging curriculum, activities, and resources that will be made available to them at the Southwest Key Charter School. Our goal is to inundate the Buffalo and Lackawanna communities with information about this premier charter school so that families are well informed about their options and alternatives in ensuring that that their children receive the highest quality education.

**Enrollment of Students**

As directed by the 2010 Revisions to the Charter Schools Act, the State Education Department and the Board of Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for charter schools. These policies, protocols, and procedures will be adopted by the Southwest Key Charter School during the planning year (pre-opening period). The Southwest Key Charter School will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend.

The Southwest Key Charter School will begin accepting applications for admission for the upcoming school year in January of each year. Admission preference will be given to students in the district of location who apply be the required deadlines. There are several possible scenarios for how the process will work.

- If the number of applications received by the school on the first application due date of April 1 equals available slots, all applicants will be accepted and any student applying from that point through the second application due date of May 1 will be put in a "waiting pool" for any slots that open up because of students declining acceptance. If slots become available and all students in the waiting pool can be accommodated, they will be admitted. If not, the students in the waiting pool will be selected in the order they were received to fill available slots during the admission lottery on May 5.

- If the number of applications received by the school on the first application due date of April 1 falls short of available slots, all applicants will be accepted. Additional students may apply from that point through the second application due date of May 1. If applications received by the second application due date exceed available slots, a lottery will take place on May 5. Any applicant not chosen in the lottery will be put on the waiting list for any slots that become available.

- If the number of applications received by the school on the first application due date of April 1 falls short of available slots, all applicants will be accepted. Additional students may apply from that point through the second application due date of May 1. If all slots are still not filled by the second application due date, a third round of applications will be due by June 1. If the number of applications exceeds available slots by the third round of applications, a lottery will take place on June 5. If the number of equal or fall short of available slots, all applicants will be accepted.

Lottery

The lottery process the Southwest Key Charter School will use when a grade is oversubscribed is a random selection process. Each applicant will be assigned a number, all numbers placed in a secure container, and all numbers selected randomly by the Principal of the school to fill available slots and determine the order for the waiting list. The random selection process will be witnessed by at least one other school employee and a Notary Public, who will certify the results of the lottery. All applicants will be notified in writing within ten days of the lottery about the results of the selection process. Beginning in the second year of operation, Southwest Key Charter School will exempt from the lottery any returning students and siblings of returning students.

Waiting List

A waiting list will be developed for applicants who were not admitted through the lottery. If any student

declines acceptance to the Southwest Key Charter School after being selected during the lottery process, students on the waiting list will be admitted in the order determined by the lottery.

Other Times Applications Accepted

The Southwest Key Charter School will accept applications outside the designated application period under two scenarios. If there are still open slots at the school, late applicants will fill these slots in the order in which their applications are received. If there are not open slots, the school will take these late applicants and add them to the end of the waiting list based on the date in which their applications are filed.

**Evidence of Demand**

There is clear evidence of demand for a quality charter school in our proposed target area. As previously discussed, the Buffalo City School District currently serves more than 32,000 students in nearly 62 facilities throughout the city. According to the New York State School Report Card: Accountability and Overview Report 2008 – 2009, the District Profile indicates that there were approximately 32,732 students during the 2008 – 2009 school year including 2,586 Kindergarten, 2,658 1st grade, and 2,297 5th grade students. There are only two (2) schools serving elementary grades in our targeted area of South Buffalo: Lorraine Elementary (PK-8) and Southside Elementary (PK-8). During the 2008 – 2009 school year these schools served 528 and 1,093 students, respectively. Similarly, there are only two (2) elementary schools and one middle school in the Lackawanna City School District. These include Truman Elementary (PK-2), Martin Road Elementary (grades 3-6), and Lakawanna Middle School (grades 7-8). During the 2008 – 2009 school year these schools served 443, 489, and 293 students, respectively.

Currently only two (2) public charter schools exist in our targeted area – the South Buffalo Charter School and the Global Concepts Charter School. The South Buffalo Charter School serves grades K-8 and had an enrollment of 650 students during the 2008 – 2009 school year. The Global Concepts Charter School serves grades K-7 and is the only charter school in Lackawanna. During the 2008 – 2009 school year Global Concepts had a total enrollment of 523 students. Information obtained from each school's New York State School Report Card for 2008-2009[1] indicate that, with the exception of Kindergarten grades, these schools generally promote their students from within their own schools with limited enrollment availability for new students. And according to Buffalo ReformED, there are over 2,000 children currently on waiting lists for charter schools in Western New York.

**F. Community Involvement**

Having operated highly effective community-based programs and schools throughout the United States for the 24 years, Southwest Key Programs understands the critical importance that community involvement plays in the success of schools. There is a clear desire among community leaders and organizations for the establishment of a high quality charter school in the Buffalo area, as is evidenced by the commitment of local members of our Founding Group and Board of Trustees. To further promote community involvement in our school, we will recruit a minimum of two (2) additional board members who are parents of students and/or local residents of the community. These individuals will provide a

[1] New York State School Report Card: Accountability and Overview Report 2008 – 2009. Office of Information and Reporting Services, New York State Education Department.

unique insight into school related areas such as school culture, programming, and other facets of the school.

Along with our strong committed board, the Southwest Key Charter School believes that families play a key role in the education of their children. Our school will utilize family involvement to forge parent partnerships with the school through our Parent Academy as well as the creation of a School Advisory Council. The Advisory Council will consist of key stakeholders in our school, including parents, school administrators and teachers, and local community members. This group will be instrumental in guiding the planning, development, and successful continued operation of the Southwest Key Charter School. The Advisory Council will supply the school with a direct link to parents and other community members in the school's service area and provide guidance to the Board of Trustees and Principal regarding the recruitment of students; curriculum, programming, and instructional materials; school staffing; and school organization. The Advisory Council will also develop a parent volunteer pool through which parents can actively participate in school related events.

Meaningful participation will occur through regular monthly meetings during which we will encourage teachers, families, and students to participate. These meetings are an excellent method to garner community support by involving families and connecting parents to the schools. Through appropriate relationship building, we hope to develop a cooperative relationship with the community, families, and students so that we can effectively work in partnership to support our students' academic success and the success of this school.

Additionally, we will conduct an extensive outreach campaign during which we will inform community constituents of this charter school to enlist their support as we move forward. We have already reached out to the Buffalo City Public School Superintendent, Dr. James Williams, in the hopes of establishing an amicable and cooperative relationship. Further, we look forward to partnering with local low-performing public schools to share best practices. We would be willing to share information on methodologies and practices that have proven effective with students of similar demographic backgrounds. Our goal is to develop a partnership that will enhance the education of students from our Academy as well as students attending local public schools.

**F.1. Joint Application**

Not applicable. This is not a joint application.

**III. FINANCIAL PLAN**

The Southwest Key Charter School has developed a Financial Plan to develop and manage the school's infrastructure and finances. The plan incorporates our school's revenue projections, expenditure requirements, facilities needs, transportation and food service plans, and pre-opening plan. Our forecasts have been developed with revenue and expense projections based on best practices and benchmarks from existing charter schools as well as our own experience in operating a charter school.

The budget for Southwest Key Charter School reflects the need for staffing and services to address the requirements and priorities for educating its expected population, mostly comprised of children living in poverty.

- Each classroom teacher in Kindergarten through 4th grade will have 18 students. From the 5th through 9th grade, each teacher will have 20 students. Also, there will be a teaching assistant for every two teachers for all K through 4th grade levels. Two of the teachers will be Special Education teachers to handle the special needs population.
- Southwest Key Programs is negotiating a Lease/Purchase agreement with the owner of a facility that is vacant. This facility was previously used as a school with classrooms, gymnasium, and auditorium. The owner has agreed to renovate the building to suit our needs for the charter school. We plan to lease the facility for a short period with an option to purchase.
- Southwest Key will also negotiate contracts with various service providers for transportation needs and to provide complete meals for the students. Southwest Key Programs will be contracted to provide managerial services, accounting services, payroll services, and human resource services.

The budget was prepared by several experts in the field of early childhood education as well as Southwest Key's Chief Financial Officer (CFO) and two (2) CPA's from Southwest Key's Finance Department. The final budget was extensively reviewed by our CFO who is a CPA with significant financial and auditing experience. These staff members are also financially responsible for Southwest Key's successful East Austin College Prep Academy and all have experience in the development and management of charter school budgets.

The estimated expenses are based on previous experience in operating our current charter school. Revenue estimates are based on current NYSED and Title reimbursements. Funds from the CSP Planning and Implementation Grant are not included in this budget.

In the event that financial challenges arise, we have made contingency plans. Southwest Key Programs will provide fundraising support to our school by providing us access to their Development and Communications Departments which have a proven history of success in securing funds, grants, and donor support for school-related programming and activities.

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

**Attachment 17** includes a Budget and Cash Flow Template. This attachment also includes an explanation and discussion of key budget assumptions underlying the budget projections and how the budget aligns with and supports implementation of the educational program. This includes contingency plans for cash flow challenges, any anticipated budget shortfalls, lower than expected student enrollment, or other financial challenges that you may foresee in the early years of operation.

**A2. Budget Information for Charter School Program (CSP) Grant**

The Southwest Key Charter School is applying for a Charter School Program (CSP) Planning and Implementation Grant. We understand that funding is dependent upon the availability of funds from the United States Department of Education under Title V, Part B of the No Child Left Behind Act of

2001. The Southwest Key Charter School is fiscally viable and solvent without his award. **Exhibit A** includes FS-10 CSP Budget Form, FS-20 CSP Budget Form, and a grant budget narrative.

**B. Financial Management**

The Business Manager will be responsible for the direct management of the school's finances on a local level including daily fiscal and accounting functions. The Business Manager will be supported by the Southwest Key Charter School Financial Manager, Accountant, and Southwest Key Programs' CFO. These individuals will work in partnership to prepare annual budgets and cash flow statements. Maintaining accountability to the Southwest Key Charter School Board of Trustees, the Southwest Key Programs' Chief Financial Officer (CFO) will have ultimate responsibility for the school's finances. To support fiscal and financial responsibility, the Financial Manager will conduct monthly or quarterly internal audits of the school, which may include random audits of financial transactions and review of financial files. These efforts are designed to ensure that the school's financial management plan is properly implemented and that the necessary oversight and controls are in place to support the school's financial viability.

Southwest Key Programs, Inc. has more than 24 years of experience in the effective management of finances for multiple budgets. We presently manage more than 41 budgets with 28 different funding sources, including federal, state, and county agencies, private foundation grants, and corporation grants. Collectively, these budgets account for an operating budget of more than $58 million.

Southwest Key Programs is committed to adhering to generally accepted accounting practices, as will the proposed Southwest Key Charter School. Our staff are highly experienced in reviewing billings and tracking reimbursements. Our agency maintains an accounts receivable billing system where invoices are created for services performed in each of our programs and are billed to our customers and funding sources each month. The controlled billings are recorded in the general ledger and reports are generated twice a month and provided to upper management for review. Collections are recorded in the general ledger and applied to the appropriate receivable.

Our financial statements are prepared on the accrual basis of accounting, which means that transactions that change the company's financial statements are recorded in the periods in which the events occur, rather than in the periods in which the company receives or pays cash. Using the accrual basis to determine our net income means recognizing revenues when earned rather than when the cash is received, and recognizing expenses when incurred rather than when paid. This approach necessitates that cash be managed separately, as bank balances and book balances may have significant differences. Southwest Key utilizes software provided by our banking partner, JPMorgan Chase, which is linked directly to their information systems (JP Morgan Access Online) to check bank balances on a daily basis. We maintain a cash balance ledger that records deposits and disbursements on a daily basis so that balances are maintained current. Southwest Key has been using the Great Plains Dynamics from Microsoft for more than 15 years. The system adheres to the principle of double entry accounting and contains edits that verify the accuracy of transactions being entered. It also maintains unlimited history information and unlimited budgets. It provides financial statements such as Balance Sheet, Profit and Loss Statement and many customized reports used for financial analysis.

Southwest Key presently manages the accounts for the East Austin College Prep Academy, a charter school located in Austin, Texas, as well as four (4) alternative education schools throughout Texas. Our management of these accounts, several of which have been in operation for more than a decade, has

provided our staff with a thorough understanding of a school's financial management obligations. As such, our Accounting Department has the experience and capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free- and reduced- priced lunch; and special education and limited English proficient enrollment. While we currently utilize The Enterprise Information System for Texas Schools (TxEIS) for our charter school operations, we welcome the opportunity to learn specific charter school accounting system requirements in New York.

Because our organization currently operates a charter school, we have already developed a sound financial management plan through which we will regularly monitor and control the proposed Southwest Key Charter School's finances to ensure fiscal viability. Under the supervision of the Principal and the Board of Trustees, we have established a strong system of internal controls designed to ensure that school assets are protected, laws are complied with, and valid and reliable data are maintained and reported. Further, Southwest Key has developed detailed policies and procedures for the administration of daily fiscal and accounting functions for the Southwest Key Charter School.

Southwest Key Programs' financial accounting department has a staff of eleven (11) accountants and two (2) directors, including five (5) licensed CPAs. We maintain a staff of five (5) accounting technicians and a director in the accounts payable department and a staff of three (3) payroll technicians, two (2) benefit accountants, and a director in the payroll department. Southwest Key's Chief Financial Officer (CFO), Ms. Melody Chung, is a licensed CPA with a strong auditing background and is responsible for the direct oversight of all three (3) accounting departments.

**Annual Independent Financial Audit**

An annual audit of the financial operations of the Southwest Key Charter School will start in October following the fiscal year to be audited and will be completed in December. The audit will be conducted by Padgett, Stratemann & Co., L.L.P. Padgett, Stratemann & Co. is headquartered in San Antonio with offices in Austin and has been in business for over sixty (60) years serving clients in Texas and throughout the U.S. They are a full service CPA firm that offers a comprehensive array of auditing, tax, accounting, and business advisory services. The audit will be conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the United States. A copy of the school's annual independent audit will be provided to the Board of Trustees yearly.

**Development and Dissemination of Annual Financial Report**

The school's Financial Manager will work in partnership with the school's Business Manager to develop an annual financial report, which will be disseminated to the Board of Trustees. The Southwest Key Charter School will make additional financial reports available to the Board of Trustees including, but not limited to, monthly budget status reports, monthly cash reports, and monthly statements.

**Liability Insurance**

The Southwest Key Charter School will provide recommended liability insurance to indemnify the school, its board of trustees, staff, and teachers against tort claims. Additional information regarding insurance requirements is provided in *Section F. Insurance Requirements*.

**Maintenance of Student and Financial Records**

The school's Business Manager will oversee the management of student and financial records. In accordance with FERPA regulations, student records will be maintained in locked cabinets and a record access log will be kept indicating all persons who reviewed the information. Further in accordance with FERPA regulations, the Southwest Key Charter School will not transfer student records to another school, organization, governmental entity or individual without the explicit prior consent of the student's parent and/or guardian.

Financial records will be similarly managed and maintained in locked cabinets at the school with access limited to the Principal, Business Manager, and/or designee. As required, the school may forward copies of financial records to Southwest Key Programs' headquarters where the information will also be maintained in locked cabinets with limited access.

**C. Facility**

Currently operating five (5) schools in Texas, including one (1) charter middle school and four (4) alternative educational schools, Southwest Key Programs is very experienced in the facility search and management of sites conducive to the educational needs of our students. The ideal school facility/site we plan to lease (with a lease to own option) would include an ample number of classrooms (including rooms for student population growth) as well as space for a cafeteria, administrative, recreational, and general meeting space. We intend to secure a safe building in good working condition and prefer one that would require minimal renovation as our student population grows.

To meet the needs of our target population we are looking for a location in the South Buffalo vicinity. Our facility strategy is to secure a nice, safe, and affordable space with room to grow as the size of our enrollment increases annually. Southwest Key's leadership team has already initiated an extensive search for a facility for our school and our Director of Realty has talked to several realtors and brokers to facilitate this process.

While we have identified several potential sites for our school, our current preferred site is located at the following address: 82 Harrison, Buffalo, New York, 14210. This 44,644 square foot property includes two (2) school buildings which sit on 1.89 acres of land and includes ample indoor and outdoor space for student recreational activities. Key attributes of the facility include the following:

| School Area | Space Available |
|---|---|
| Buildings | 2 buildings |
| Classrooms | 22 classrooms with a size of 24' x 30' per classroom |
| Common Areas | Lobby, Auditorium, and Cafeteria |
| Administrative Areas | Office Space Available for Registrar, Superintendent, Principal, Business Manager, Curriculum Specialist, Parent Academy, Special Education Coordinator, Counselors, Business Manager, IT Support, etc. |
| Recreational Space | 2 gyms and outdoor athletic fields |

Because this building has been operating as a public school, Southwest Key does not anticipate that there will be any major renovations needed. The facility currently meets accommodations for disabled

students, including bathrooms with handicapped stalls and wide hallways (8') with ample room for wheelchairs. We anticipate that a handicap ramp will need to be installed at the school's front entrance. Any other renovation needs required to meet the needs of our disabled students will be accommodated. The school building will be leased from owners who will be responsible for all build-out as per plans and specs provided by Southwest Key. This will provide ample space until the school grows into the high school years, after which we will begin a search for a high school campus. Photos for this site are included as **Appendix C**.

Upon notification of receipt of a charter from NYSED, our Southwest Key leadership team is prepared to immediately begin negotiations to secure this site. In the event that this facility is not available, we have identified several other potential sites that we believe are suitable for the needs of this school and our students.

**D. Transportation**

The Southwest Key Charter School will offer daily transportation services to students for which they are eligible under §2853(4)(b) and §3635 of the Education Law. Our plan is to utilize a private contractor to provide bus transportation services to students living more than two miles from campus or in a designated hazardous traffic area within two miles of school. The school will also provide transportation to students eligible for special needs/education, disability, and related services as required by the student's IEP. If a student is not eligible for transportation, parents will be responsible for getting their children to and from school. The Southwest Key Charter School will work with parents who may have transportation issues to develop alternative plans for the safe transport of students. As possible, efforts will be made to arrange for the provision of public transportation passes for students who do not live within walking distance of the school.

The Southwest Key Charter School will communicate with local charter schools and school districts in the immediate area to determine what transportation services are currently used in this region. We will research these transportation service companies and their histories to select an appropriate subcontractor with an excellent track record for student safety. Formalized contracts with the selected transportation company will also include provisions for the transportation of students to and from extra-curricular field trips and events. If the number of students who do not qualify for transportation services is large enough, the Southwest Key Charter School will look into alternate transportation options for these students.

**E. Food Service**

The Southwest Key Charter School will provide breakfast, lunch, and an afternoon snack each day. The school will participate in the National School Lunch Program and the School Breakfast Program. As such, each student will be required to submit an SD 1041 form upon enrollment. Based upon data from public elementary schools in the South Buffalo and Lackawanna area, we anticipate that a majority of our students will be eligible for free or reduced meals. The school will offer hot and cold breakfast on alternating days as well as a hot lunch daily.

As possible, Southwest Key Charter School will attempt to participate in the local school district's food service programs. In the event that this is not possible, the Southwest Key Charter School will contract

out for food services. We will ensure that our food contractors adhere to all federal and state nutrition policies and requirements, including dietary guidelines and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories. Contracted food service providers will prepare the food at their site (off site) and transport the meals to our school each day. Once our school and student population has grown, we anticipate hiring nutritional and cooking staff to prepare and serve all student meals. Our proposed budget reflects revenues and costs associated with the school's food service program.

**F. Insurance**

The Southwest Key Charter School planning team has conducted preliminary research into companies that provide liability insurance for charter schools. Southwest Key Programs' has 24 years of experience in obtaining required liability insurance for various youth serving programs, including alternative education and charter schools. The Southwest Key Charter School is committed to obtaining liability coverage with a minimum A-Best rating in the areas required by the New York State Department of Education.

Southwest Key's current insurance broker obtained information and cost estimates for required coverage as well as comparative proposals from various insurance companies. One of the companies contacted, Philadelphia Insurance Company, has worked with many charter schools around the country. Included in our application is an insurance proposal that lists coverage for: General Liability, Workers Compensation, Employee Benefits Liability, Automobile Liability, Umbrella/Excess Liability, Employment Practices Liability, Educators Legal Liability, School Board Errors & Omissions (Directors and Officers), Sexual Misconduct Liability, Crime/Fidelity coverage, Property/Lease and Boiler Coverage, Student Accident Coverage. Adequate provisions for the expenses associated with these quotes is included in our proposed budget.

**G. Pre-Opening Plan**

**Appendix E** includes a Pre-Opening Plan that documents key tasks to be completed between approval of the application and the opening of the Southwest Key Charter School. The plan includes a schedule for initiation, development, and completion of those tasks as well as individuals/positions responsible for each task. Tasks will be completed through the collaboration of our planning team, which includes members of our Founding Group, Board of Trustees, School Leader, and Southwest Key Programs.

| Attachment 1: Roster of Key Contacts |
|---|

| Name | Role<br>(Founding Group Member, Proposed Board Member, or Proposed School Employee) |
|---|---|
| **Juan J. Sanchez, Ed.D.** | Lead Applicant, Founding Group Member, Board of Trustees |
| **Paul G. Buchanan, FCJ** | Founding Group Member, Board of Trustees |
| **Lourdes Iglesias** | Founding Group Member, Board of Trustees |
| **Thomas Lillis** | Founding Group Member, Board of Trustees |
| **Belle Montee** | Founding Group Member, Board of Trustees |
| **Janet Barnes** | Founding Group Member, Board of Trustees |
| **Paul Pasternak** | Founding Group Member, Board of Trustees |
| **Joe Gonzales, Ed.D.** | Founding Group Member |
| **Melody Chung** | Founding Group Member |

## Attachment 2: Certification Statement

ORIGINAL

Proposed Charter School Name **SOUTHWEST KEY CHARTER SCHOOL**

Proposed School Location (District) **BUFFALO, NEW YORK (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 Juan J. Sanchez Date March 30, 2011

(Please label the copy that has original signatures)

Print/Type Name Juan J. Sanchez, Ed.D. , President/CEO

Address Southwest Key Programs, 6002 Jain Lane, Austin, Texas, 78721

Daytime Phone: (512) 462-2181 Email: jsanchez@swkey.org

## ATTACHMENT 3

## SAMPLE STUDENT FULL-DAY SCHEDULE
## ELEMENTARY SCHOOL
## 1ST GRADE

| Time (Begin/End) | Subject/Activity |
|---|---|
| 8:00 am – 8:30 am | BREAKFAST |
| 8:30 am – 8:45 am | Morning Class Meeting to discuss activities for the day |
| 8:45 am – 9:00 am | Theme Work – Journal Writing |
| 9:00 am – 9:15 am | Morning Math Meeting |
| 9:15 am – 9:45 am | Reading Program with heavy emphasis on reading out loud |
| 9:45 am – 10:00 am | Healthy Morning Snack |
| 10:00 am – 10:30 am | English Language Arts – story time and appropriate activities |
| 10:30 am – 11:10 am | Indoor or outdoor recess with planned and informal activities |
| 11:10 am – 11:40 am | Centers Work – technology, writing, silent reading, math, science, listening skills |
| 11:45 am – 12:15 pm | LUNCH |
| 12:15 pm – 12:30 pm | Reading – additional read out loud time |
| 12:30 pm – 1:15 pm | Math skills with emphasis on hands on activities and conceptualization |
| 1:15 pm – 2:00 pm | Science or Social Studies |
| 2:00 pm – 2:45 pm | Enrichment - Art, Music, Show and Tell, Indoor or Outdoor Exploration |
| 2:45 pm – 2:55 pm | Clean up/ Pack up |
| 3:00 pm | DISMISSAL |

## ATTACHMENT 3

## SAMPLE STUDENT FULL-DAY SCHEDULE
## MIDDLE SCHOOL
## 6th GRADE

**Student Schedule A**

| Period | Subject | Time (Begin/End) |
|---|---|---|
| Breakfast | | 7:00 am – 7:35 am |
| 1st Period | English Language Arts | 7:40 am – 8:58 am |
| 2nd Period | Spanish | 9:00 am – 10:20 am |
| 3rd Period | Science | 10:24 am – 11:42 am |
| Lunch | | 11:46 am – 12:16 pm |
| 4th Period | Technology | 12: 20 pm – 1:46 pm |
| 5th Period | Physical Education | 1:50 pm – 3:08 pm |
| 6th Period | Math | 3:12 pm – 4:30 pm |

**Student Schedule B**

| Period | Subject | Time (Begin/End) |
|---|---|---|
| Breakfast | | 7:00 am – 7:35 am |
| 1st Period | English Language Arts | 7:40 am – 8:58 am |
| 2nd Period | Service Learning | 9:00 am – 10:20 am |
| 3rd Period | Social Studies | 10:24 am – 11:42 am |
| Lunch | | 11:46 am – 12:16 pm |
| 4th Period | Technology | 12: 20 pm – 1:46 pm |
| 5th Period | Fine Arts | 1:50 pm – 3:08 pm |
| 6th Period | Math | 3:12 pm – 4:30 pm |

*Students will alternate between Schedule A and Schedule B throughout the week.

# ATTACHMENT 4
## Southwest Key Charter School
## Proposed 2012-2013 School Calendar (192 Days of Instruction*)

**August:**
6-24 Teacher PD & Planning
27 School Year Begins

**September:**
3 Labor Day
8 Saturday Instruction/ Service Learning
12 PD ½ Day
26 PD ½ Day

**October:**
8 Columbus Day
13 Saturday Instruction/ Service Learning
17 PD ½ Day
31 PD ½ Day

**November:**
3 Saturday Instruction/ Service Learning
6 Election Day, PD ½ Day
12 Veteran's Day
22-23 Thanksgiving
28 PD ½ Day

**December:**
1 Saturday Instruction/ Service Learning
12 PD ½ Day
24-31 Winter Holiday

**January:**
1-4 Winter Holiday
12 Saturday Instruction/ Service Learning
16, 30 PD ½ Day
21 MLK Day
30 PD ½ Day

**February:**
2 Saturday Instruction/ Service Learning
13 PD ½ Day
18 President's Day
19-22 Recess

**March:**
2 Saturday Instruction/ Service Learning
13 PD ½ Day
25-29 Spring Break

**April:**
3 PD ½ Day
6 Saturday Instruction/ Service Learning
17 PD ½ Day

**May:**
1 PD ½ Day
4 Saturday Instruction/ Service Learning
7-10 State Testing
15-17 State Testing
27 Memorial Day

**June:**
1 Saturday Instruction/ Service Learning
5, 19 PD ½ Day
28 School Year Ends

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

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

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

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

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

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

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

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

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

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

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

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

*Number of days of instruction may differ depending on factors such as snow days.

**ATTACHMENT 5**

# PROPOSED BYLAWS OF
# Southwest Key Charter School
# A NEW YORK EDUCATION CORPORATION

## ARTICLE I: STRUCTURE AND PURPOSE

**1.1 Public School.** The Southwest Key Charter School ("Corporation") is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the Corporation is an independent and autonomous public school.

**1.2. Not for Profit Corporation Status.** The Corporation is a Type B New York State nonprofit corporation organized under the laws of New York.

**1.3 Purposes.** The Corporation is organized exclusively and shall be operated solely for the charitable and educational purposes set out within the meaning of the Internal Revenue Code Section 501(c)(3) (the "Code"). In accomplishment of such charitable and educational purposes, the Corporation shall educate students and successfully prepare them for success in college and career.

## ARTICLE II: OFFICES

**2.1 Registered Office.** The registered office of the Corporation shall be located at such place within the State of New York as the Board of Trustees may from time to time designate.

**2.2 Other Offices.** The Corporation may also maintain offices at such other places as the Board of Trustees may, from time to time, determine.

## ARTICLE III: MEMBERS

**3.1 Member.** The sole Member of the Corporation shall be Southwest Key Programs, Inc., a Texas nonprofit corporation that is exempt from federal income tax under Section 501(c)(3) of the Code.

**3.2 Meeting of the Member.** A meeting of the Member shall be held annually on a date and at a place and time fixed from time to time by the Member for the approval of trustees and the transaction of other business. Special meetings of the Member, for any purpose or purposes, may be called by the Member. All meetings of the Member shall be in compliance with the Open Meetings Law.

**3.3 Notices of Meetings.** Notice of all meetings of the Member shall be provided in compliance with the Open Meetings Law.

**3.4 Dissolution or Resignation of the Member.** Upon dissolution or resignation of the Member, the Board of Trustees shall succeed to all the powers of the Member under the Charter and these bylaws.

## ARTICLE IV: BOARD OF TRUSTEES

**4.1 Duties and Powers.** The Board of Trustees shall have control of and manage the operations and affairs of the Corporation, and it shall have the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. The Board of Trustees shall not approve or undertake any corporate reorganization, including, but not limited to, merger, consolidation, redemption, or sale of a substantial portion of the Corporation's assets without Member approval.

Trustees will discharge their duties in good faith and with the care of an ordinarily prudent person in a like position would exercise under similar circumstances. In discharging any duty imposed or power conferred on trustees, trustees may, in good faith, rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the Corporation or another entity that has been prepared or presented by a variety of persons, including officers and employees of the Corporation, professional advisors or experts such as accountants or legal counsel. A trustee is not relying in good faith if he or she has knowledge concerning a matter in question that renders reliance unwarranted.

**4.2 Number, Qualification and Tenure of Trustees.** The number of trustees of the Corporation shall be at least five (5) and not greater than eleven (11). Each trustee shall hold office for three (3) years, until the annual board meeting following the expiration of their term, and until their successor is elected and qualified or until such trustee's death, resignation or removal. No decrease in the number of trustees shall have the effect of reducing the term of any incumbent trustee. No paid employee or officer of the Corporation shall serve as a trustee during his or her employment. Trusteeships shall not be denied to any person on the basis of race, creed, sex, religion, or national origin.

**4.3 Electing Trustees and Terms of Office.** Trustees may nominate a person to serve on the Board with the second of any other trustee. A person who meets the qualifications for trustee and who has been duly nominated may be elected as a trustee. Trustees will be nominated by the vote of the Board. Subsequent to nomination by the Board of Trustees, the Board shall request approval of the nomination from the Member. A nominated trustee may take office only after he or she has been approved by the Member. Inaction by the Member for twenty (20) days constitutes approval, so that if the Member fails to act within twenty (20) days after the nomination of a trustee by the Board of Trustees, the newly elected trustee may take office. A trustee may be elected to succeed himself or herself as trustee.

**4.4 Vacancies.** Any vacancy in the Board shall be filled for the unexpired portion of the term by the affirmative vote of a majority of the remaining trustees (or by the sole remaining trustee), though less than a quorum of the Board of Trustees. A trustee elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

**4.5 Annual Meeting.** The annual meeting of the Board of Trustees of the Corporation shall be held at such time and date as may be designated by the Board of Trustees. All annual meetings of the Board of Trustees shall be in compliance with the Open Meetings Law.

**4.6 Regular Meetings.** Regular meetings of the Board will be held at such time and place as the Board may from time to time determine, provided that any trustee who is absent when such determination is made shall be given notice of the determination. All regular meetings of the Board of Trustees shall be in compliance with the Open Meetings Law. Regular meetings shall be held at least twelve (12) times per year, or as required by law.

**4.7 Special Meetings.** Special meetings of the Board shall be held whenever called by the Chief Executive Officer, the Chair of the Board, or by any two trustees, at such time and place as may be specified in the respective notice or waivers of notice thereof. Written notice shall be given to each trustee at least five (5) days before the date of the meeting. All special meetings of the Board of Trustees shall be in compliance with the Open Meetings Law.

**4.8 Notice.** Notice of all meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with in the Open Meetings Law.

**4.9 Quorum and Adjournments.** At all meetings of the Board, the presence of a majority of the entire Board shall be necessary and sufficient to constitute a quorum for the transaction of business, except as otherwise provided by law, by the Charter, or by these bylaws. A majority of the trustees present at the time and place of any regular or special meeting, although less than a quorum, may adjourn the same from time to time without notice, until a quorum shall be present. Persons related to one another within the third degree of consanguinity or within the second degree of affinity shall not constitute a quorum of the board.

**4.10 Board Action.** At all meetings of the Board, each trustee present shall have one vote. Except as otherwise provided by statute, the action of a majority of trustees present at any meeting at which a quorum is present shall be the act of the Board. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by the means of videoconference. Participation by such method shall constitute presence in person at such meeting. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by the means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Trustees who participate in a meeting of the Board of Trustees in such a manner may not be counted for purposes of having a quorum and may not vote.

**4.11 Resignation and Removal.** Any trustee may resign at any time by giving written notice to another board member, the Chief Executive Officer or the Secretary of the Corporation. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by an authorized individual and the acceptance of such resignation shall not be necessary to make it effective. In accordance with new York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire board any trustee, officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by registered mail.

**4.12 Compensation.** No stated salary shall be paid to trustees, as such, for their service. However, by resolution of the Board a reasonable fixed sum and/or expense of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board.

**4.13 Committees of Trustees.** The Board of Trustees, by resolution adopted by a majority of the whole Board, may designate from among its members one or more committees, each of which shall be comprised of

one or more of its members and a total of two or more persons. Any committee, to the extent provided in the resolution of the Board, shall have and may exercise all the power and authority of the Board, except that a committee shall not have any power or authority as to the following: (i) the adoption, amendment or repeal of the bylaws or certificate of formation; (ii) the amendment or repeal of any resolution of the Board; or (iii) any action a committee is precluded from taking by law, Board resolution, or the bylaws or other governing documents of the Corporation. The number of members on each committee may be increased or decreased from time to time by resolution of the Board of Trustees. Any member of any committee may be removed from such committee at any time by resolution of the Board of Trustees. Vacancies in the membership of a committee, whether by death, resignation or otherwise, may be filled by resolution of the Board of Trustees. The time, place and notice, if any, of meetings of any committee shall be determined by such committee. At meetings of any committee, a majority of the number of members of such committee shall constitute a quorum for the transaction of business, and the act of a majority of the members present at any meeting at which a quorum is present shall be the act of such committee, except as otherwise specifically provided by statute, the Certificate of Formation, or these bylaws. All committee meetings shall be in compliance with the Open Meetings Law. Persons related to one another within the third degree of consanguinity or within the second degree of affinity shall not constitute a quorum of a committee of the board.

**4.14 Conflicts of Interest.** The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of the Corporation have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the Corporation. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the Corporation. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interest, inside information, conflicting interests other than financial ones, and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

## ARTICLE V: OFFICERS OF THE CORPORATION

**5.1 General.** The officers of the Corporation shall consist of a Chief Executive Officer and a Secretary of the Corporation and may also include such other officers of the Corporation as the Chief Executive Officer or Board of Trustees may from time to time deem advisable. Any officer of the Corporation may be, but is not required to be, a trustee of the Corporation. Officers of the Corporation not specified herein shall, unless otherwise provided by the Chief Executive Officer, each have such powers and duties as generally pertain to their respective offices as well as such powers and duties as may from time to time be specifically authorized by the Chief Executive Officer.

**5.2 Election of Officers.** The Board of Trustees shall elect or appoint a Chief Executive Officer and a Secretary of the Corporation and any such other officers and assistant officers and agents of the Corporation as may be deemed necessary.

The Corporation's officers shall be appointed for three-year terms at the annual meeting of the Board. There shall be no limit to the number of terms any officer may serve. The officers of the Corporation shall hold office until their respective successors are chosen and qualify.

**5.3 Resignation and Removal.** Any officer or agent who is elected or appointed by the Board of Trustees may be removed by the Board of Trustees at any time, with or without cause; provided that such removal shall

be without prejudice to the contract rights, if any, of the person so removed. Any officer may resign at any time by giving written notice of such resignation to the Chief Executive Officer, the Secretary of the Corporation or to a member of the Board. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board member or by such officer and the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring in any office of the Corporation, whether by death, resignation, removal or otherwise, shall be filled by the Board of Trustees.

**5.4 Delegation of Duties.** In the absence or disability of any officer of the Corporation or for any other reason deemed sufficient by the Board of Trustees, the Board may delegate such officer's powers or duties to any other officer or to any trustee.

**5.5 Chief Executive Officer.** The Chief Executive Officer shall have general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Trustees are carried to effect. The Chief Executive Officer may sign and execute contracts, agreements and other documents on behalf of the Corporation, and may sign and execute bonds, mortgages and other contracts, except where required or permitted by law to be otherwise signed and executed and except where signing and execution thereof shall be expressly delegated to the Board of Trustees or some other officer or agent of the Corporation. In addition, the Chief Executive Officer shall have such other powers and perform such other duties as shall be designated by the Board of Trustees from time to time.

**5.6 Secretary of the Corporation.** The Secretary of the Corporation shall attend all meetings of the Board of Trustees and all meetings of the Member concerning the Corporation, and record all proceedings of the meetings of the Corporation and of the Board of Trustees in a book to be kept for that purpose and shall perform like duties for any committees when required. The Secretary shall give, or cause to be given, notice of all meetings of the Member and special meetings of the Board of Trustees, and shall perform such other duties as may be prescribed by the Board of Trustees or Chief Executive Officer. In addition, the Secretary shall have such other powers and perform such other duties as shall be designated by the Board of Trustees from time to time.

## ARTICLE VI: OFFICERS OF THE BOARD

**6.1 General.** The officers of the Board shall consist of a Chair of the Board and may also include such other officers of the Board as the Board may from time to time deem advisable. Officers of the Board shall, unless otherwise provided by the Board, each have such powers and duties as generally pertain to their respective offices as well as such powers and duties as may from time to time be specifically authorized by the Board.

**6.2 Election of Officers and Term of Office.** The Board of Trustees shall elect or appoint all officers of the Board as may be deemed necessary. There shall be no limit to the number of terms any officer may serve. The officers of the Board of Trustees shall hold office until their respective successors are chosen and qualify.

**6.3 Resignation and Removal.** Any officer who is elected or appointed by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of the Corporation will be served thereby. Removal shall be without prejudice to the contract rights, if any, of the person so removed.

Any officer may resign at any time by giving written notice of such resignation to the Chief Executive Officer or the Secretary of the Corporation or to a member of the Board. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board member or by such officer and the acceptance of such resignation shall not be necessary to make it effective.

Any vacancy occurring in any office of the Board whether by death, resignation, removal or otherwise, shall be filled by the Board of Trustees.

**6.4 Chair of the Board.** The Board of Trustees may, in its discretion, choose a trustee to serve as Chair of the Board. The Chair of the Board, if any, shall preside at meetings of the Board of Trustees, shall be an ex officio member of all committees, and shall have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

**6.5 Vice Chair of the Board.** In the absence of the Chair of the Board, the Vice Chair of the Board shall preside at and conduct all Board meetings and assume all duties of the Chair of the Board. If neither the Board Chair nor Board Vice Chair is present at a Board meeting, the trustees who are present shall select a temporary Board Chair, by motion, for the purpose of conducting the meeting.

**6.6 Secretary of the Board.** The Board of Trustees may, in its discretion, choose a trustee to serve as Secretary of the Board. The Secretary of the Board is responsible for ensuring that accurate and sufficient documentation exists to meet legal requirements, and to enable authorized persons to determine when, how, and by whom the board's business was conducted. In order to fulfill these responsibilities, and subject to the organization's bylaws, the Secretary shall ensure accurate minutes of meetings are recorded and available, propose policies and practices, submit various reports to the Board, and perform other duties as the Board of Trustees may from time to time prescribe.

**6.7 Treasurer of the Board.** The Treasurer of the Board oversees and monitors the finances of the Corporation, administrates fiscal matters of the organization, provides an annual budget to the board for approval and ensures development and board review of financial policies and procedures.

## ARTICLE VII: INDEMNIFICATION

**7.1 Indemnification.** Any officer, trustee or employee of the Corporation shall be indemnified to the fullest extent permitted by the laws of the State of New York. The Corporation may purchase such indemnification insurance as the Board of Trustees from time to time shall determine.

## ARTICLE VIII: NON-DISCRIMINATION POLICY

**8.1** Southwest Key Charter School admits students of any race, color, sex, national origin, ethnic origin, and other category protected by law to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national origin, ethnic origin, or any other category protected by law, in administration of its educational policies, admissions policies, scholarship and loan programs, employment practices, athletic and other school-administered programs, and all other school administered procedures and programs.

## ARTICLE IX: MISCELLANEOUS

**9.1 Books and Records.** The Corporation shall keep books and records of account and shall keep minutes of the proceedings of the Member, the Board of Trustees and each committee of the Board of Trustees as required by these bylaws and the Open Meetings Law.

**9.2 Checks, notes and contracts.** All bills, notes, receipts, acceptances, endorsements and checks or demands for money of the Corporation shall be signed by such persons or persons as the Board of Trustees may from time to time designate.

**9.3 Fiscal Year.** The Corporation's fiscal year will begin on the first day of July and end on the last day of June of each year.

**9.4 Legal Authorities Governing Construction of Bylaws**. These bylaws will be construed under New York law. All references in these bylaws to statutes, regulations, or other sources of legal authority will refer to the authorities cited, or their successors, as they may be amended from time to time.

**9.5 Construction.** To the greatest extent possible, these bylaws shall be construed to conform to all legal requirements and all requirements for obtaining and maintaining all tax exemptions that may be available to nonprofit corporations. Whenever the context or circumstances so require, for all terms used herein the masculine shall include the feminine and neuter, and the singular shall include the plural and vice versa. If any provision of these bylaws shall be held illegal, invalid or inoperative, then, so far as is reasonable and possible (1) the remainder of the bylaws shall be and remain legal, valid and operative and (2) effect shall be given the intent manifested by the provision held illegal, invalid or inoperative and to that end, such illegal, invalid or inoperative provision shall be deemed to have been replaced by a provision that is as similar to such illegal invalid or inoperative provision as possible and still be legal, valid and operative,

**9.6 Headings.** Headings used in these bylaws have been inserted for administrative convenience only and do not constitute matter to be construed in interpretation of the substantive provisions of these bylaws.

## ARTICLE X: AMENDMENTS

**10.1 Amendments.** These bylaws may be amended or replaced by the Board of Trustees subject to the approval of the Member.

## ATTACHMENT 6

# SOUTHWEST KEY CHARTER SCHOOL CODE OF ETHICS

As a nonprofit organization at the forefront of educating tomorrow's leaders, Southwest Key Charter School ("Southwest Key") upholds the highest legal, ethical and moral standards. Our partners, neighbors, funding sources and other donors support Southwest Key because they trust us to utilize their resources in an efficient and effective manner, and to uphold rigorous standards of conduct. Southwest Key has adopted and follows this Code of Ethics to ensure our trustees, employees and volunteers adhere to the utmost standards of conduct and integrity, remain conscientious of the interests of Southwest Key and act in accordance with all applicable laws.

**Integrity, Fairness and Respect**

Southwest Key expects its trustees, employees and volunteers to act with integrity, to treat others fairly and respectfully when carrying out their duties on behalf of the organization and to adhere to the following standards of conduct:

1. *Truthful and Timely Communication.* We communicate truthfully and openly in any statement of material facts related to our official duties and activities. We are comprehensive and timely in our communications. We post basic information about Southwest Key online or otherwise make it readily available to the public. We provide interested members of the public with a meaningful opportunity to communicate with appropriate Southwest Key staff.
2. *Fair Treatment.* We treat each other, as well as others, fairly and respectfully. Southwest Key's policies are clear, in writing and have been formally adopted by the organization. We are equitable in our decisions and mindful of their impact on other groups and people.
3. *Teamwork.* We work cooperatively with each other and strive to be united in our actions and decisions. We endeavor to be active listeners and learners, and we embrace opportunities for others to express their ideas. We fully and honestly discuss issues entrusted to us and respect the viewpoint of others. We respect the responsibilities of the board, and uphold and implement decisions of the board, even if we disagree with them.
4. *Diversity and Equal Opportunity.* We encourage diversity and support equal opportunity, regardless of race, color, sex, religion, national origin, age, disability, genetic information, marital status, pregnancy, gender identity or expression, sexual orientation, ancestry, veteran status, citizenship, health condition or other protected status. We provide a genuine opportunity to all qualified applicants for board, employee or volunteer positions. We do not tolerate discrimination or harassment of others.
5. *Excellence.* We strive to achieve the highest standards of performance, service, and excellence, and we suggest improvements or ask for assistance when needed. We invest in the education and training of our board, employees and volunteers as a means of ensuring excellence in operations, service, and programs. We regularly review program effectiveness and ensure quality assurance.
6. *Keep our Promises.* We keep our promises.

**Loyalty**

The duty of loyalty requires trustees, employees, and volunteers to exercise duties in a manner that furthers the interest of Southwest Key rather than their personal interests or the interests of another person or organization. Being loyal to Southwest Key requires us to commit to Southwest Key's mission and to competently, efficiently and professionally perform our duties and tasks. Southwest Key expects its trustees, employees and volunteers to be loyal to Southwest Key while carrying out their duties on behalf of the organization, and to adhere to the following standards of conduct:

1. *Conflict of Interest.* We do not engage in any activity or relationship that would create a potential or actual conflict of interest or that would adversely affect our ability to faithfully perform our

service on Southwest Key's behalf. We adhere to the organization's Conflict of Interest Policy and make full disclosure of all potential and actual conflicts of interest.

2. *Southwest Key Policies.* We are familiar with all relevant Southwest Key policies and adhere to all policies of the organization.
3. *Confidentiality.* We will not disclose any confidential, privileged or nonpublic information to an unauthorized individual or organization. We respect the privacy of others and safeguard the confidentiality of their private information. We require that all trustees, employees, volunteers, and relevant vendors sign a confidentiality agreement as a condition of their service to Southwest Key.
4. *Continued Duty.* We are aware that our duty of loyalty to Southwest Key continues even after our relationship with the organization has ended.

**Financial Responsibility and Transparency**

Managing our resources responsibly and with transparency allows us to capitalize on our ability to advance the mission of the organization. To ensure that we are successful in this goal, Southwest Key expects its trustees, employees and volunteers to adhere to the following standards of conduct:

1. *Utilization of Southwest Key Funding and Resources.* We are honest and faithful fiduciaries and protect the funds entrusted to us. We compensate staff, vendors and others fairly. We use Southwest Key's resources only for the necessary performance of our duties.
2. *Financial Records and Reports.* We maintain accurate financial records and report our financial results completely and in a timely manner. We have adopted effective accounting systems and internal controls. We engage independent auditors to perform an annual audit of Southwest Key's financial statements and the board oversees the reliability of our financial reporting.
3. *Fundraising.* We promote voluntary giving and use accurate, truthful solicitation and promotional materials. We disclose important and relevant information to donors and we are truthful in all statements we make in our fundraising efforts. We appropriately acknowledge and recognize donors and honor the known intentions of a donor regarding anonymity and the use of donated funds. We make our fundraising costs a matter of public record.

**Legal Compliance and Code of Ethics Responsibility**

Southwest Key complies with all applicable laws and regulations and expects its trustees, employees and volunteers to conduct business in accordance with the letter and spirit of all relevant laws. Additionally, all Southwest Key trustees, employees and volunteers are expected to adhere to all Southwest Key policies, including this Code of Ethics, and to act in accordance with the following standards of conduct:

1. *Legal Compliance.* We have established and implemented systems to ensure that we comply with all applicable federal, state, and local laws. We educate and train trustees, staff and volunteers to comply with all applicable federal, state and local laws and regulations. We periodically conduct an internal review of our compliance with known existing legal, regulatory and financial reporting requirements and provide a report of the results to the board of trustees. We require all trustees, employees and volunteers to comply with applicable laws.
2. *Resolving Grievances and Concerns.* We have adopted policies to resolve grievances and concerns, which provides trustees, employees and volunteers with a means to report violations of Southwest Key's Code of Ethics. We will report potential or actual breaches of the Code of Ethics in accordance with the relevant policies. We will make all reasonable efforts to fairly, and in a timely manner, investigate and resolve all reports concerning potential or actual breaches of the Code of Ethics. Retaliation against an individual or group who reports a potential or actual breach of the Code of Ethics is an independent violation of this Code of Ethics and will not be tolerated.

# DR. JUAN J. SÁNCHEZ

[redacted]
Austin, Texas[redacted]
[redacted]

**EDUCATION:**

Ed.D. Administrative Career Program, Harvard University, Cambridge, Mass., 1982

M.S.W., University of Washington, Seattle, Washington, 1972

B.A. in Sociology, St. Mary's University, San Antonio, Texas, 1970

**PROFESSIONAL EXPERIENCE:**

1987-Present CHIEF EXECUTIVE OFFICER/ El Presidente, SOUTHWEST KEY PROGRAMS National nonprofit organization with 55 programs in Texas, Georgia, New York, California, Wisconsin, and Arizona

Founded Southwest Key Programs, a national nonprofit organization headquartered in Austin, Texas that positively impacts the lives of thousands of individuals each day. Oversees operation of a $57 million budget with 1000 employees and a diverse menu of programs: 39 juvenile justice and family wraparound programs, 10 safe shelters for immigrant children, 4 alternative schools, and a variety of youth empowerment programs, job creation initiatives, and child care brokerage services. Led the design and development of an $8 million mixed-use East Austin Community Development Project, a model community-building initiative designed to improve educational and job attainment for families in an historically underserved community.

1988 EXECUTIVE DIRECTOR, INTERNATIONAL EMERGENCY SHELTER, Los Fresnos, Texas.

Wrote a comprehensive proposal for the U.S. Department of Justice, Community Relations Service to establish an emergency shelter for unaccompanied minor children from Central America. Received funding of $700,000 and developed the project to serve 35 male and female youth (ages 0-17). Also established a Child-Placing Agency as part of the program to enable us to certify foster families and place children in foster care. As Executive Director, was responsible for designing, implementing and managing the entire program.

1981-1987 EXECUTIVE DIRECTOR, LA ESPERANZA HOME FOR BOYS/VILLA BETHANY HOME FOR GIRLS, Brownsville, Texas.

Responsible for administering all programmatic and fiscal components of Esperanza, Inc., which is licensed by the Department of Human Services (DHS) to serve neglected and delinquent youth, ages 10-17. Established the Villa Bethany Home for Girls and doubled the student population. Raised more than $2.5 million for operations. Raised more than $500,000 for construction and remodeling. Established an Alternative School for Neglected and Delinquent Youth. The program has become a model program for the state. Established the Key Program, Inc. which has developed a variety of community-based treatment programs for delinquent and troubled youth.

1980-1981 RESEARCH ASSISTANT, UNIVERSITY OF ARIZONA VICE-PRESIDENT'S OFFICE, STUDENT RELATIONS, Tucson, Arizona.

Responsible for conducting research relative to student services provided by the University. In particular, reviewed and evaluated past and current efforts to recruit and retain students, and worked closely with a President-appointed task force of faculty and administrators to design more effective student services and to seek funding for the support of these programs.

1979 FIELD COORDINATOR, TUCSON MANPOWER DEVELOPMENT, INC., Tucson, Arizona.

Responsible for supervising 37 adult CETA (Concentrated Employment Training Act) trainees. Arranged vocational training classes and test-taking sessions for their participation, counseled and advised trainees regarding non-subsidized employment in the city, county and business sector.

1978 (Spring) TEACHING ASSISTANT, HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts.

Served as teaching assistant to Kenneth Haskins, Lecturer and Director of the Field Experience Program at the Harvard Education School in course entitled: "The Personal and Administrative Role of the School Principal."

1976-1977 ADMINISTRATIVE INTERN, OFFICE OF THE DEAN, HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts.

The internship was a paid position for academic credit and entailed the study, review and evaluation of the decision-making process, both

academic and administrative, within the graduate school of education. The assistantship involved counseling and advising of current students, recruitment of students and faculty, serving on four faculty search committees, and seeking funding for support in establishing an academic bilingual education program at the Education School.

1974-1975 DIRECTOR, CHICANO DIVISION OFFICE OF MINORITY AFFAIRS, UNIVERSITY OF WASHINGTON, Seattle, Washington.

Responsible for overall operations of the Chicano Division within the Office of Minority Affairs; directed staff functions to implement the goals and objectives of the Office; supervised five counselors and two recruiters in assisting 325 undergraduate Chicanos in planning their academic goals; designed and acquired funding for implementing a peer counseling program; counseled students and assisted them in resolving both academic and personal difficulties; prepared up-to-date reports, annual and quarterly, on office functions as well as made recommendations for future program implementations.

1972-1974 DIRECTOR, RIGHT TO READ PROGRAM, Brownsville, Texas

The program served a population of children and youth (ages 13-18). Responsible for the overall operations of the program including planning, periodic progress reports and final evaluation of the programs; hired and directed six staff members; interviewed and accepted the youngsters to participate in the program; conducted testing and designed an educational and counseling program for each participant; provided individual counseling to the youth and their families; and taught courses in the area of personal growth and development.

1970-1972 (Summers) HEAD DORM COUNSELOR, UPWARD BOUND, ST. MARY'S UNIVERSITY, San Antonio, Texas.

Lived on campus with 80 Upward Bound students (ages 15-18) from low-income, disadvantaged backgrounds; designed counseling, education and recreation programs for the participants; provided outreach services to the students' families; and assisted in the administrative decision-making process of the program.

1970-1972 CAREER PLACEMENT COUNSELOR, UNIVERSITY OF WASHINGTON, Seattle, Washington.

This part-time employment involved making known the available job market to students interested in part-time, full-time or summer

employment. Counseled and secured employment for students; worked with students interested in attending graduate school; and assisted students in their career planning.

1971 (Summer) ADMINISTRATIVE INTERN, U.S. CIVIL SERVICE COMMISSION, REGION I, Seattle, Washington.

Responsible for developing a program and publishing a report on methodology and resource utilization for recruiting Hispanics to federal civil service.

1969-1970 COMMUNITY ORGANIZER, YOUTH OPPORTUNITIES PROGRAM, San Antonio, Texas.

Responsible for organizing youth councils comprised of junior high and high school aged youth (ages 14-18) in various designated low-income communities; visited various public schools, community organizations and other federal programs in an effort to organize and involved young persons in their respective councils. Ideally, these councils were to decide how OEO moneys should be utilized in their communities.

1977-Present CONSULTANT AND SPEAKER

**BOARD AND PROFESSIONAL MEMBERSHIPS:**

East Austin College Prep Academy – Board Chair

National Council of La Raza – Board Member

National Council on Crime and Delinquency – Past Board Chair

Vera Institute of Justice – National Technical Assistance Provider, Member of Youth Justice Advisory Board

Annie E. Casey Juvenile Detention Alternatives Initiative National Technical Assistance Provider

Community Justice Network for Youth – Founding Member

Texas Coalition Advocating Justice for Juveniles – Founding Member

Texas Youth Commission Blue Ribbon Task Force – Member

**LANGUAGES:** Write and speak English and Spanish fluently

# HON. PAUL G. BUCHANAN
# ERIE COUNTY FAMILY COURT JUDGE

**Erie County Family Court Judge, 2004 - Present** - Elected in 2003, Judge Buchanan has handled thousands of cases concerning youth and families in crisis. These include; Abuse, Neglect, Educational Neglect, Custody, Visitation, Domestic Violence, Juvenile Delinquency, Persons in Need of Supervision and Paternity.

In 2007 Judge Buchanan created the Juvenile Justice Part to focus on the service needs of Juvenile Delinquents including mental health, family and substance abuse counseling, incorporating a Juvenile Substance Abuse Treatment Court. At the same time he operated a National Council of Juvenile and Family Court Judges' Model Court for Juvenile Delinquency, incorporating National Best Practices in Detention Reform, Out of Home Placements and Diversion from Juvenile Justice System programs.

Reforms commenced under Judge Buchanan have been noted in Governor Patterson's Task Force Report on Juvenile Justice and the VERA Institute's Report to the Office of Child and Family Services concerning Educational Neglect cases.

**Memberships** include the National Association of Juvenile and Family Court Judges, New York State Family Court Advisory and Rules Committee and New York State Family Court Judges' Association.

**Co-Conveyor of a New York State Roundtable** - 2006 Educational Barriers to Youth in Foster Care. This included the New York State Office of Court Administration, State Education Department, Office of Child and Family Services and the Department of Mental Health.

**Buffalo Board of Education Member** - At Large 1999 - 2004. Board President 1999, 2000, 2001. Instituted reforms with the assistance of the Council of Great City Schools, and presented testimony in hearings to U.S. Secretary of Education Rod Paige and Sen Edward Kennedy in support of No Child Left Behind legislation.

**Confidential Attorney to NYS Supreme Court Justice** 1990 -2004, legal research, advice and settlement conferences on an array of civil litigation including contracts, corporations, liability, tort, labor law, arbitration, administrative law and related topics.

**Deputy Comptroller City of Buffalo New York** 1979 - 1990 Part of Senior Management for Financial Statements, Internal Audit and Controls, Accounts Payable, Payroll, cash flow and public financing.

**Education** State University of New York at Buffalo; Juris Doctor 1989, Master Degree in Business Administration 1981, Harvard University Program for Senior Executives in State and Local Government 1983.

**Awards** D'Youville College Community Service Award, Compass House Youth Shelter Youth Advocate Award, Family's 25 Family Commitment Award, ACT Youth of Erie County Recognition Award.

# RESUME

Thomas M. Lillis, LCSW-R
Erie County Youth Services Center
[redacted]
Buffalo, New York [redacted]
[redacted]
[redacted]

## EDUCATION:

| | |
|---|---|
| 1974 | Bachelor of Arts - Psychology<br>SUNY at Buffalo<br>Psychology Department |
| 1979 | Master of Social Work<br>SUNY at Buffalo<br>School of Social Work |
| | Additional Post Masters study<br>SUNY at Buffalo<br>Department of Educational and Counseling Psychology |

## PROFESSIONAL WORK:

| | |
|---|---|
| 1975 - 1977 | Spectrum Human Services<br>Youth Substance Abuse Counselor |
| 1979 - 1982 | Child and Adolescent Treatment Services<br>Senior Psychiatric Social Worker |
| 1982-1986 | Family Court Clinic<br>Psychiatric Social Worker |
| 1986- 1989 | Family Court Clinic<br>Supervising Psychiatric Social Worker |
| 1989 - 2001 | Erie County Department of Mental Health - Forensic Service<br>Forensic Mental Health Specialist II |
| 2001 –2007 | Forensic Mental Health Service<br>Forensic Mental Health Specialist III |
| 2007 – 2008 | Coordinator of Mental Health Juvenile Justice Services |
| 2008 – Current | Deputy Commissioner for Youth Services<br>Erie County Department of Social Services |

## ACADEMIC and PROFESSIONAL AFFILIATIONS:

St. Bonaventure University School of Education
Adjunct Faculty

State University of New York at Buffalo
School of Social Work
Field Instructor
Continuing Education Instructor

National Council of Juvenile and Family Court Judges

**Lourdes T. Iglesias**

[redacted] [redacted] Buffalo, NY[redacted]

## SUMMARY

***Results and team oriented human services leader with outstanding record of achievement and recognition in community/public service.***

## PROFESSIONAL EXPERIENCE

Hispanics United of Buffalo — Buffalo, NY — 11/2005-present

**Executive Director**

- Increased annual from $ 983,000 to 1.6 million
- Decrease debt from $330,000.00 to $100,000.00
- Created special events to increase discretionary dollars for the agency
- Established creditability and a solid relationship with funders, elected officials and the community
- Evaluated outcomes and performance measures for each department within the organization
- Negotiated Contracts
- Worked with Federal, State, and local government offices

Buffalo Employment and Training Services — Buffalo, NY — 09/2000 – 11/2005

YO! Buffalo, Youth Opportunity Program

**Operations Manager (4/2002-Present)**

- Responsible for meeting project goals and objectives for a Federally Funded demonstration program for youth ages 14-21 in the employment & training arena.
- Develop an orientation program for new hires.
- Lead and conduct formal and on-the-job training for new and incumbent staff.
- Create job descriptions for a variety of supervisory, professional and support level classifications.
- Develop organizational policies and procedures.
- Manage budget and implementation of funds for administrative, programmatic and service activities.
- Develop and track strategic action plan with staff to reach program goals.
- Oversee day-to-day operations of two service centers and three departments with total of 45 staff.

**Belle Center Manager (9/2000-4/2002)**

- Manage day-to-day operations of full service youth job training center.
- Administered program disbursements and expenditures
- Led, trained and motivated staff to reach program goals
- Facilitated needs assessment for the organization and its employees
- Conducted audits of case files.

Allstate Insurance Company — Buffalo, NY — 09/1997 – 03/2000

**Exclusive Agent**

- Created a strong book of business
- Responsible for staffing, recruiting and training of insurance producers.
- Responsible for sales, profits and expenditures.

Hispanics United of Buffalo — Buffalo, NY — 09/1990 – 09/1997

**Program Director**

- Highly instrumental in securing funding for annual budget and increasing project.
- Reduced turnover costs through effective hiring, employee relations, communication and department head training.
- Recruited and trained Hispanic women in leadership.
- Built program operations to highest efficiency and lowest indirect labor ratio in HUB's history.
- Operated Welfare to Work training program.
- Developed and implemented a continuing education program for service providers.
- Provided the primary link between various state/county/city funders.
- Established and directed various organizations for the improvement and betterment of business owners within the Latino Community.
- Instituted a successful human resources/salary administration program.

## Lourdes T. Iglesias

### CAREER ACCOMPLISHMENTS

**Public/Human Service**

The National Federation for Just communities of WNY-Community Leaders Award
St. Philips Community Center – Thirty Women In Leadership Award
Sylvia Rodriguez Community Service Award
Creation of the First Latino Upstate Summit
Achieved Third Place in the Niagara District Council Race
Received endorsement from ***The Buffalo News***, as the best candidate for the Niagara District Council Race
Established the Latinos Business Owners Association.

- **Forty Under Forty, 1996 Business First Award.**
- **Buffalo Bisons Hispanic Citizen of the Year.**
- **Community Recognition Award – Latin American Cultural Association**
- **Minority Bar Association Community Service Award**
- **Distinguished Alumnus Award for the SUNY Educational Opportunity Center**
- **Hispanics United of Buffalo Appreciation Award**

**APPOINTMENTS**

Governors Appointment to Children's Cabinet Advisory Board (2007-current)
Governors Appointment to NYS Citizen Review Panels for Child Protective Services (2008-current)
Board of Ethics under the Mayor of the City of Buffalo (2000)
Commission of the City Charter Review under the Mayor of the City of Buffalo (1999)

**BOARDS AND COMMITTEES**

Salvation Army Advisory Board
City of Buffalo Department of Public Works, Parks & Streets
Pucho Inc, Board of Directors
Citizens Action of Western New York, Board of Directors
Founding Member/President, Latinos United for Progressive Action
Federal Enterprise Community, Board of Directors
Erie County Commission on the Status of Woman, Board Member
Buffalo and Erie County Arts Council, Board Member
Buffalo Community Access Media, Board of Directors

**EDUCATION**

Cornell University
**The SHRM Learning System Course for Human Resource Management**

MEDAILLE COLLEGE
**Master of Business Administration Program**
**Currently enrolled**
STATE UNIVERSITY OF NEW YORK AT BUFFALO
**M.S. Health and Housing**
**9/91-6/92**
**(Completed 12 Credit Hours)**

DEAMEN COLLEGE
**B.S. History and Government, Conferral May 1990**

**PUBLIC SERVICE AND SPECIAL TRAINING**

FBI Citizens Academy 2007
LEADERSHIP OF BUFFALO
Class of 1996

***Honorable Discharge from the United States Army Reserve***

**JANET E. BARNES**

[redacted]

**Buffalo, New York** [redacted]

## CERTIFICATION AREAS

| | |
|---|---|
| NYS School District Administrator (SDA) - Permanent | 1988 |
| NYS Music K-12 – Permanent | 1972 |
| Buffalo Music K-12 – Permanent | 1975 |
| NYS School Attendance Teacher (Certificate of Qualification) | 1989 |

## EDUCATION

| | |
|---|---|
| SUNY at Buffalo, SDA-SEA | 1988 |
| SUNY at Buffalo, MS Public Affairs | 1988 |
| SUNY at Buffalo, Ed.M. | 1972 |
| SUNY at Buffalo, BA | 1972 |

## TEACHING EXPERIENCE

| | |
|---|---|
| Music Teacher Buffalo Schools | |
| Woodlawn Jr. High School | 1972-1974 |
| Fosdick Masten Vocational High School | 1974-1978 |
| Bennett High School | 1978-1979 |
| P.S. #4 | 1979-1980 |
| Kensington High School (half time and full time positions) | 1980-1990 |
| Riverside High School, Emerson, High School, Ken Prep | 1980-1990 |
| Grover Cleveland High School | 1990-1993 |
| Site Coordinator Buffalo Alternative School | 1993-1995 |

## ADMINISTRATIVE EXPERIENCE

| | |
|---|---|
| PRINCIPAL ON ASSIGNMENT BUFFALO SCHOOLS MUSIC DEPARTMENT | 2009-2010 |
| PRINCIPAL, POPLAR ACADEMY | 2005-2008 |
| PRINCIPAL, LINCOLN ACADEMY | 2004-2005 |
| Assistant Principal, Buffalo Traditional School | 1995-2004 |
| Acting Supervisor of Music, Buffalo Public School System | 1/01-3/01 |
| School Coordinator, Alternative High School | 1993-1995 |
| Administrative Intern, Kensington Prep. | 1987-1988 |
| Administrative Intern, BVTC | 1987-1988 |
| Administrative Assistant, Riverside High School | 1984-1985 |

## RELATED COURSES AND TRAINING

| | |
|---|---|
| Urban Leadership Forum | 2001 |
| Alpha Kappa Alpha Leadership Training , Orlando Florida (4 hour college credit) | 1999 |
| Max Thompson Training, | 1999 |
| Working Effectively in a Legal and Diverse Environment, Cornell University | 1999 |
| Building a Collaborative Work Environment, (Cornell University) | 1998 |

I have attended and completed a myriad of in-services required and voluntary as sponsored by the Buffalo Public School System, New York State, Alpha Kappa Alpha Sorority, NANBPWC. INC., etc. Verification is available in my personal file at the Buffalo Board of Education.

**LEADERSHIP EXPERIENCES**

- Principal:
- Assistant Principal:

Responsibilities:
Discipline
Scheduling
Textbook requisitions
Substitute as principal
Teacher evaluations
Parent conferences
Hearings
Internal strategy and planning
Miscellaneous

**LEADERSHIP EXPERIENCES**

- Coordinator of Alternative Satellites
  Total responsibility for buildings, students, teachers and all employees.
- National Association of Negro Business & Professional Women –Present District Treasurer
- Alpha Kappa Alpha Sorority, Inc. –Former International Committee Member
- Alpha Kappa Alpha Sorority, Inc. – Former Local President
- Alpha Kappa Alpha Sorority, Inc. – Former State Regional Coordinator
- St. Andrews Board of Managers – Present Treasurer
- Elite Temple #143-Present Financial Secretary
- Elite Temple #143-Former Treasurer
- Artists of African Descent – Advisory Council
- Housing Opportunities Made Equal (HOME) – Former Chair of the Board
- Elite Temple # 143 – Present Financial Secretary
- Co-Director and Artist Danceland Dance Studio, (First Black Owned Dance Studio in WNY.)

A building administrator must possess organizational skills, interpersonal skills, knowledge of educational law and standards and the ability to lead all involved. I have proven to be a person both capable and willing to work industriously to achieve these goals. I have achieved these goals in all of my past endeavors.

**REFRENCES**

| | | |
|---|---|---|
| Dr. Mark Frazier | Lead Community Superintendent | [redacted] |
| E. Jeannette Ogden | Buffalo City Court Judge | [redacted] |
| Dr. Mattie L. Rhodes | Clinical Associate Professor SUNYAB | [redacted] |

Curriculum Vitae
W. Belle (Walls) Montree
[redacted]
Amherst, NY [redacted]

Office: [redacted]
Residence: [redacted]
E-Mail: [redacted]

Child & Family Services of Erie County, Inc.,
1325 Main Street, Buffalo, NY 14209
Vice President for Behavioral Health Services

Seasoned behavioral health leader motivated by challenges, rewarded by maintenance of stable program budgets, exceptional clinical performances, strong community collaborative partnerships and excellent customer satisfaction. Acknowledged for strong management and leadership skills, productive, multi-talented, creative, possess strong mentoring and coaching abilities. Commended in the community as a "go to person", volunteering, training, mentoring, leadership and development skills, known as a pioneer of several new program initiatives in personal and professional career, admired for strong grant writing skills and program implementation, sought out by community leaders for board volunteerism.

**Professional Experience:**

Child & Family Services of Erie County, Inc.
Social Worker, team leader, program administrator, vice president
Provided and currently oversees quality clinical treatment for children, adults, and individuals diagnosed with mental health disorders, administratively oversees Care Coordination and Case Management services for individuals served in behavioral health and child welfare programs, oversees the delivery of behavioral health services for children in Buffalo Public School system via the Closing the Gap School Initiative for more than three (3) decades, plus successfully recruited, certified and trained foster and adoptive parents for children that could no longer remain in their bio-families homes., developed and managed several home based service programs for children and their families, trained and supervised staff regarding investigation of allegations of child abuse and maltreatment for children under the age of 18 years old. Strong advocate and leader in cultural competence practices/principals. Praised for recruitment, training and collaboration with parent advocates and peers both in community based service programs and in public schools. Respected religious leader in church and community. Local and nationwide workshop and conference presenter, local public speaker for United Way Annual Campaign. Currently manage a Behavioral Health Services budget of $3,580,563.

**Previous Professional Experience**:

Managed and provided administrative oversight of a $5 million dollar budget. Developed and maintained community and residential programs for individuals diagnosed with developmental disabilities and mental health disorders. Recruited, trained and supervised clinical and support staff, developed policies and procedures for program operations from local and state governmental regulations, produced continuous quality improvement plans and solid outcome results. Launched innovative collaborations with stakeholders and community partners to

promote improving working relationships and advocated for and initiated strong parent and peer advocate committees to ensure consumers voices are respected and heard.

**Professional Strengths include:**

- Quality/Improvement Management
- Strategic and Long Range planning
- Documentation Reviews/Audits
- Utilization Review Audits
- Program design/development/management
- Public Speaking/workshop/conference presenter
- Team building/Leadership
- Clinical and support Child Welfare and Behavioral Health Trainer

**Education:**

- Masters Degree in Counseling Education, Syracuse University, Syracuse, NY
- Bachelor Degree in Social Work, State University College of Buffalo, Buffalo, NY

**Professional and Community Affiliations:**

- Member of the National Association of Female Executives
- Member of National Association of Social Workers
- Member of American Association for Protecting Children
- Member of Citizens Task Force on Child Abuse and Neglect
- Member of Prevent Child Abuse New York
- Member of Erie County Mental Health Community Services Advisory Board
- Past Member of Amherst Diversity Coalition
- Member of Career Woman Organization
- Life Member of State University College at Buffalo Alumni Association
- Life Member of Syracuse University Alumni Club
- Board Member of Autistic Services
- Board Member of Gerard Place Transitional Housing
- Volunteer at numerous Community and Religious Organizations
- Secretary of Buffalo State Alumni Board
- President of Outreach Ministry, Trinity Baptist Church
- Member of Cornell University Nutritional Advisory Board
- Member of Buffalo State Social Work Curriculum Advisory Board

**Awards:**

Numerous awards for professional and community services

# Paul Dennis Pasternak

[redacted] Buffalo New York [redacted]

## EDUCATION

**Masters of Science Counselor Education, 1998**
Canisius College, Buffalo, New York

**New York State Licensed Mental Health Counselor**

**Bachelor of Arts in Psychology, 1990**
Canisius College, Buffalo New York

## RELEVANT EXPERIENCE

**Southwest Key Programs**, *Buffalo, New York*

**Program Director – Family Keys Program, Community Detention Monitoring Program, Community Connection**
*September 2009 – Present*
Supervise staff and program leads to ensure the best provision of service to families. I supervise all aspects of program operations including hiring, staff supervision, fiscal management, report writing, QI/QA, and ensuring the achievement of benchmarks as established by stakeholders. I oversee all training to ensure compliance with agency and stakeholder guidelines. I manage the physical plant as well as the operation and maintenance of six agency vehicles. Manage/audit over one million dollars in program budgets.

**Joan A. Male Family Support Center**, *Buffalo, New York*

**Urgent Access Supervisor**
*March 2008 –September 2009*
Supervised all aspects of the Urgent Access Program including hiring and staff supervision, fiscal management, report writing, QI and QA, and ensuring the achievement of benchmarks as established by stakeholders. I was a member of the agency's QI/QA Committee and Cultural and Linguistic Competency Committee. I was an active member of the Family Voices Network Management Team and have helped shape system-wide policy.

**Child and Family Services**, *Buffalo, New York*

**Family Mental Health Counselor, Mary Talbert Clinic**
*October 2005 – December 2007*
Provided clinic-based counseling to Children and families. This included generating assessments and service plans while maintaining progress notes. Also responsible for ensuring paperwork is Medicaid compliant.

**Individual Care Coordinator, Home and Community Based waiver Program,**
*July 2000 – April 2001, September 2001 – March 2008*
Coordinated all services received by enrollees. These services included Respite Care Services, Intensive In-Home Services, Skill Building Services, Crisis Services and case coordination. This was achieved either by providing the service directly or working with outside agencies. Services were determined through evaluation of family and formalized through the completion of a Service Plan. Maintained a caseload of five families while also providing crisis coverage for all enrollees through on-call rotation

**Respite Care Worker, Home and Community Based Waiver Program,** *April 2001 – September 2001*
Provide enrollees of the Home and Community Based Waiver Program recreational activities in the community in conjunction with Individual Care Coordinator and Service Plan.

**Support Counselor, Stanley G. Falk School,** *April 2001 – August 2001*
Assisted teachers by providing crisis intervention in the classroom. Reviewed and evaluated all Event Reports to ensure accuracy and clarity. Managed all transportation issues including behavioral and administrative.

**West Seneca Central School District, Frontier Central School District**, *New York*

**Substitute Teacher,** *February 2000 – July 2000*
Provided coverage for grades 1 – 12 in both districts. Presented material as directed by teacher while maintaining classroom order.

**Family Abstinence Comprehensive Educational Services**, *Buffalo New York*
**Intervention Specialist**, *July 1998 – November 1999*
Facilitated an abstinence education program in Buffalo Elementary Schools via a six-session curriculum. Designed and implemented a Peer Motivator Program with high school age adolescents. Collected and analyzed data to determine program effectiveness while training teachers to ensure long-term implementation.

**Opportunities Unlimited of Niagara**, *Niagara Falls, New York*
**Site Manager,** *January 1998 – July 1998*
Managed all aspects of operation in a group home that serves fifteen mentally retarded and developmentally disabled adults ranging in age from 23 to 67 years old. This included staffing, supervision, physical plant, consumer finances, crisis response for Niagara region monthly, and medication compliance.

**Transitional Services Inc.**, *Buffalo New York*
**Resident Counselor,** *October 1995 – July 1996*
Responsible for the daily support of group home residents while monitoring daily operation of unit to ensure the completion of required tasks and medication compliance.

**Counselor I,** *May 1995 – October 1995*
Responsible for providing focus of services to consumers. Coordinated the development and implementation of service plans with unit staff. Provided twenty-four hour on-call coverage for unit. Also directed and provided in-service training for unit staff.

**Associate Counselor,** *May 1994 – May 1995*
Responsibilities included assessing consumer needs, developing structured individual service plans, and twenty-four hour on-call coverage. Monitored effects and side effects of medication while ensuring consumer compliance. Also consulted with various health care, mental health, and vocational professionals.

**Threshold Services Inc.**, *Silver Spring, Maryland*
**Residential Counselor,** *August 1991 – April 1994*
Provided individual and group supportive counseling services as well as task and skill training. Assessed consumers' needs and strengths in areas of personal, social, and vocational development. Assisted consumers with medication compliance and management.

**Medication Coordinator,** *August 1991 – April 1994*
Duties included monitoring eighteen consumers' medication, regular observations of medication effectiveness, and regular contact with health and mental health professionals. Also a member of the committee that standardized medication procedures agency wide.

**Emergency Counselor,** *March 1992 – April 1994*
Provided on-call emergency coverage to all agency sites after normal working hours. This included transporting consumer to hospital and facilitating hospitalization process.

**Boys and Girls Homes of Maryland**, *Silver Spring, Maryland*
Monitored daily operation of group home activities and intervened in problem areas through counseling and physical intervention techniques. Also conducted consumer skill and daily living training.

## OTHER EXPERIENCE

**Quality Improvement Trainer, Child and Family Services**
Assisted with the development and implementation of the agency wide Quality Improvement initiative. Developed and presented the section on Quality Tools.

**Hockey Coach, West Seneca Wings**
Provide instruction to 6 to 9 year old players. Assist in the planning of practices, tournaments, and games.

# MELODY C. CHUNG, CPA

[redacted], Austin, Texas [redacted]

## *PROFESSIONAL EXPERIENCE*

***Management:***

- Manage the overall finance function, including reporting, planning, forecasting, cash management, payables and payroll.
- Prepare corporate indirect cost rate report, proposals and budgets for funding sources.
- Supervise and manage three accounting departments with three managers and over twenty accounting staffs.
- Prepare and monitor whole agency yearly audit with outside auditors.
- Monitor and submit all the financial reporting to funding sources, banks, State and Federal Government agencies.
- Set up accounting procedures and policy for compliance to all the funding sources.
- Provide fiscal training at the Southwest Key Leadership Institute.
- Maintain Real Estate License.

***Accounting/Auditing:***

- Audited non-profit organizations, school districts, cities, governmental agencies and for-profit organizations.

## *EMPLOYMENT HISTORY*

SOUTHWEST KEY PROGRAM, INC., Austin, Texas — 2001 - Present
***Chief Financial Officer***

SOUTHWEST KEY PROGRAM, INC., Austin, Texas — 1999 – 2001
***Controller***

SOUTHWEST KEY PROGRAM, INC., Austin, Texas — 1998 – 1999
***Financial Accounting Manager***

JEFF D. HEARD, JR., P.C., Austin, Texas — 1996 - 1998
***CPA Senior Auditor***

IBM CORPORATION, Rochester, Minnesota — 1994 - 1996
***Quality Control***

MELODY CHUNG CPA, Rochester, Minnesota — 1989 – 1993
***Tax Accountant***

ALAN C. ANDERSON, CHARTEERED CPA, Rochester, Minnesota — 1984 – 1988
***CPA Staff Accountant***

RICHARD J. LAUTER & COMPANY, Los Angeles, California — 1984
***Staff Accountant***

**MAGINNIS, KNECTEL & McINTYRE, Pasadena, California** — 1982
***Tax Accountant Intern***

## EDUCATIONAL/LICENSE

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, Pomona, California
***Bachelor of Science, Accounting***

CPA – AICPA #09977, 1986

## AWARDS/HONORS

Tier 3 Idea Award, IBM, Nominated for Austin Business Journal's Chief Executive Officer of the Year

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

Juan J. Sanchez 3 - 30 - '11

Signature Date

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

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

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

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

Paul R Buchanan 3/23/11

Signature Date

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

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

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

W. Belle (Walls) Montree 3-24-11

Signature Date

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

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

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

Signature

Date 3/15/11

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

Lourdes T. Iglesias — March 28, 2011

Signature — Date

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

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

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

Janet E. Barnes — Signature

3/25/11 — 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:** Dr. Juan J. Sanchez
**(Include preferred honorific.)**

**Daytime Telephone:** (512) 462-2181

**Home Mailing Address:** Austin, TX

**Personal E-Mail/Fax:**

**Business Address:** 6002 Jain Lane, Austin, TX 78721

**Business E-Mail/Fax:** jsanchez@swkey.org

**Charter School Name:** Southwest Key Charter School

**Charter School Address:** N/A

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

Founding Group and Board Member

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

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

**Background**

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

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

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

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

   As the Chief Executive Officer/el Presidente of Southwest Key Programs, I was approached by several of our partners in Erie County who expressed an interest in replicating the work Southwest Key Programs is doing in Texas to provide high quality education to kids, regardless of their economic background, and to prepare them for high school graduation and success in college and career. The Southwest Key Charter School is my vision and I look forward to bringing this vision to fruition.

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

   I want to help guide the board of trustees to follow the vision and mission of the Southwest Key Charter School. I want to ensure the school adheres to a college prep model that I believe will be very effective at educating all students, regardless of background, for high school graduation and success in college and career.

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

   I currently serve as the board chair for the East Austin College Prep Academy in Austin, Texas. The East Austin College Prep Academy is a charter middle school that opened its doors in 2009 and provides a rigorous academic program that prepares students for college and beyond. As such, I have been intimately involved in planning and implementing a charter school in a neighborhood in East Austin that has similar characteristics to South Buffalo.

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 all of the prospective board members. As the lead applicant, I have recruited the prospective board members. These relationships are professional, and involve no other business dealings.

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:

I currently serve at the Chief Executive Officer/el Presidente of Southwest Key Programs. It is anticipated that Southwest Key Charter School will contract with Southwest Key Programs to provide administrative support as outlined in our application. I will disclose

any potential conflict to the board and recuse myself from any action that could be construed as a conflict of interest.

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.

I currently serve at the Chief Executive Officer/el Presidente of Southwest Key Programs. It is anticipated that Southwest Key Charter School will contract with Southwest Key Programs to provide administrative support as outlined in our application. I will disclose any potential conflict to the board and recuse myself from any action that could be construed as a conflict of interest.

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

If I believed that a board member had a potential conflict of interest, I would inform the board chair of my concern. I would then ensure that the board follows the conflict of interest policy with regard to the potential conflict. I would take all steps necessary to protect the interest of the school.

**Educational Philosophy**

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

I believe that the Southwest Key Charter School's mission is to prepare all kids for college by providing a rigorous curriculum and wrap-around services to our students and their families to ensure they can meet this goal. The school is founded on a belief that if kids are provided with an opportunity to excel, all kids can be prepared to succeed in college.

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

The educational program of Southwest Key Charter School is to provide a rigorous academic program that will prepare all students, regardless of economic background, for high school graduation and success in college and career. Our school will have extended hours of study, classes on some Saturdays, and a three week institute in the summer. The school's teachers will be available to our students and their parents until late in the evenings. We will establish a culture of high expectations for success for our students and their families.

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

I believe that a successful charter school integrates the following principles:

1. Strong culture of high expectations
2. Rigorous academic program
3. Engagement of parents in their child's education
4. Effective board oversight of operations, academics, and finances

**Other**

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

The role of a board member is to ensure the good governance of the organization and to adhere to the duties of care, obedience and loyalty. The board is responsible for

overseeing the financial operations of the school, ensuring the school leadership carries out the mission, monitoring academic achievement and supporting the school in its growth and success.

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

I affirm that I have read and understand the charter application for the Southwest Key Charter School, the 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:** Lourdes Iglesias
**(Include preferred honorific.)**

**Daytime Telephone** [redacted]

**Home Mailing Address:** [redacted], Buffalo, NY [redacted]

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

**Business Address:** [redacted], Buffalo, NY [redacted]

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

**Charter School Name:**

**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. 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. **I was approached by Dr. Sanchez**

5. Please explain why you wish to serve on the board. **I have a personal commitment to the growth and education of our children in the City of Buffalo. We are the third poorest in the Country, resources and support systems are very limited for our children.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. X☐ Yes. (Include description here): **I am born and raised in Buffalo, NY. My years of activism for an underserved community have allowed me to experience the needs of a thriving community.**

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

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

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X☐ None. ☐ Yes.

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

**Integrity is an important characteristic for me and I would make aware the board of such issue and ask that the board take action appropriately.**

**Educational Philosophy**

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

***The mission of Southwest Key Charter School is to produce solid leaders for the city of Buffalo by raising the bar of excellence through a solid curriculum, a clear view on the needs of the community and to provide support system so that they may have a clear mind and be eager to achieve and empower themselves.***

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

**The vision of the proposed Southwest Key Charter School is to serve as a model school to prepare students from the beginning years to college. A model curriculum will be implemented to stimulate students to achieve 12th grade, and enter college with a wealth of knowledge and the desire to become successful and productive adults, by planting important character traits through instruction and personal character education.**

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 is one that is opened minded to new ideas from everybody involved in the process, and outside sources as well. Communication between the school staff, parents, students, the community, business and others plays a vital role by receiving feedback that is necessary to better the educational services provided.***

## Other

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

**A Board member should put the name of the school in a high standard by acting with responsibility. A board member should be proactive in its position and behave in an ethical manner and provide recommendations for the school, to provide an effective and enriched curriculum. He or she should abide by the policies and procedures established.**

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

**I affirm that I have read and understand the charter application for the Southwest Key Charter School, the 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:** Janet E. Barnes
**(Include preferred honorific.)**

**Daytime Telephone:** [redacted]

**Home Mailing Address:** [redacted] Buffalo, New York [redacted]

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

**Business Address:** [redacted] Buffalo, New York [redacted]

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

**Charter School Name:** Southwest Key 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.):**

Founding Group and Board of Trustees

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

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

**Background**

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

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

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

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

   I was approached by Dr. Juan J. Sanchez of this opportunity.

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

I have a wide range of educational experience and want to use my knowledge to provide the best possible education to students in Buffalo, New York.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
   ☒ I / we do not know any such persons. ☐ Yes.
   If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☐ Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☐ Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None. ☐ Yes.

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

**Educational Philosophy**

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

I understand that the mission of the Southwest Key Charter School is to inspire students to have clear college aspirations along with the academic skills and work ethic necessary to achieve their goals and be successful. This school will provide students in Buffalo and Lackawanna a firm foundation in in math, science, and English Language Arts.

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

Having been an educator for more than 38 years, I understand the needs of youth from at-risk and disadvantaged communities. I understand that the Southwest Key Charter School will serve as a model elementary, middle, and high school that successfully prepares all students for college.

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

An effective charter school must have effective, leadership, including a very active and effective Governing Board. The school culture must include teachers with a firm desire and commitment to support the success of the school as well as of its students. Community involvement and active parental participation are also key to the success of a charter school.

**Other**

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

A Board member should abide by the charter, direct policy, oversee the Director/Superintendent, monitor academic progress, serve on school committees (as needed), behave in an ethical and effective manner, and make necessary and appropriate changes to ensure the success of the school.

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

I affirm that I have read and understand the charter application for the Southwest Key Charter School, the school board's by-laws, and all proposed policies.

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

I have a 38 years of of experience in education, including having served as Principal for the Popular Academy, Lincoln Academy, Principal on Assignment for Buffalo Schools Music Department, and NYS School District Administrator.

**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:** W. Belle (Walls) Montree
**(Include preferred honorific.)**

**Daytime Telephone:** [redacted]

**Home Mailing Address:** [redacted]

Amherst, NY [redacted]

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

**Business Address:** [redacted]

Buffalo, NY [redacted]

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

**Charter School Name:** _____

**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. **Paul Pasternak – Keywest Staff member**

5. Please explain why you wish to serve on the board. **I am passionate about the proposed charter school to be operated by Southwest Keys. I have experience with providing services in a urban 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): **I have direct administrative oversight of a public school mental health program in Buffalo, NY.**

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 seek to confirm if the one or more Charter School board members were involved in working for their own benefit, if confirmed, I would bring my suspicion to the Charter School board by using the school's protocol and chain of command.**

**Educational Philosophy**

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

**My understanding is the Charter School's vision is to provide quality education to ensure students are successful in school, graduates from school, attend and graduate from college and develop successful and life-long careers.**

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

**My understanding of the education program the Charter Prosperity School is to develop a premier K-12 College school, select the best administrators, teachers and staff, who would be committed to ensuring that all students meet and successfully achieve all educational milestones during their thirteen years of school. That the school will educate students regardless of who they are, they will inspire students to pursue college along with their academic skills to become successful and productive citizens in their communities.**

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 is mission driven, everyone involved in the charter school including the community, must be mission driven and staff and students must be held accountable to implement mission strategies.**

**The Charter School Board will need to maintain regular communications with the school principal/administration to insure they adhere to NYS Charter School regulations and the schools mission. The president of the Charter School's Board will work closely with the school principal/administration to ensure the Charter School Board adheres to the schools mission and NYS Charter School Regulations to remain successful. It is the Charter School Board Fiduciary responsibilities to ensure the Charter School maintains the highest standards to meet the student's academic needs and remain successful.**

**Other**

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

**It is my understanding that Public Charter School Board Members should abide by the Charter, direct policy over the Director/Superintendent, monitor academic progress, serve on school committees as needed, behave in an ethical and effective manner and make necessary and appropriate changes to ensure the success of the school.**

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

**I affirm that I have read and understand the charter application for the Southwest Key Charter School, the 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.

**This is to advise the Department's reviewers that I am committed and willing to serve on the Charter School Board of Director's as I am a strong advocate for student's education and academic well-being. My passion, education and professional education would be an asset to the Charter School Board of Directors.**

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

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

**Name:** Mr. Paul D. Pasternak
**(Include preferred honorific.)**

**Daytime Telephone:** [redacted]

**Home Mailing Address:** [redacted], Buffalo, New York, [redacted]

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

**Business Address:** Southwest Key Programs, 1437 Main Street, Buffalo, NY, 14209

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

**Charter School Name:** Southwest Key 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.):**

Founding Group and Board of Trustees

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

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

**Background**

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

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

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

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

I am a Program Director for Southwest Key Programs in Buffalo, NY. I've assisted Dr. Juan Sanchez, Executive Director, and other Southwest Key Programs personnel in the planning for this endeavor.

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

I am a firm believer in the accomplishments Southwest Key Programs. It is an innovative agency that seeks opportunities to help children and families. I bring a wide range of skills and experience. For over twenty years I have served children and families in Western New York. I see this as an opportunity to serve yet more families and help improve the lives of those in need.

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:

Belle Walls-Montree – While an employee at Child & Family Services she was my direct Supervisor until she was promoted to Vice President of Behavioral Health Services.

Terri Quince – I've worked closely with Terri in her capacity of Clinical Supervisor of the Juvenile Delinquent Service Team of Erie County.

I referred the above individuals to Southwest Key Programs personnel for a position on the board because of their depth of experience and understanding of the community and dedication to providing quality service to the children and families of Erie County.

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

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

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

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

☒ No. ☐ Yes.

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

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

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

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

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

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

☒ I / we have no such interest. ☐ Yes.

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

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

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

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

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

☒ None. ☐ Yes.

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

If I found this to be the case I would immediately contact the agencies Executive Director and/or the board president.

**Educational Philosophy**

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

The mission of the Southwest Key Charter School is to help the students achieve their goal of college attendance. This will be achieved by providing the students a strong background in math, science, English and Language Arts. The school will also seek to help the students develop a strong work ethic, integral in achieving their academic goals. The school seeks to develop the whole student through a supportive, yet challenging, academic environment.

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

The Southwest Key Charter School seeks to be the model college preparatory school in Erie County for K-12 students regardless of economic background. Through a rigorous curriculum, leadership development, and support not only for the student but also their family the Southwest Key Charter School will foster confidence and clear aspirations of success. The skills taught will not only help students with academic achievement but also the success throughout life.

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

In order to be successful, a charter school must stay true to its mission and vision. This will ensure the school does what it set out to do. Parents must be partners in the student's educational journey. A successful charter school must partner with parents and develop strong relationships that enhance the student's learning. A strong partnership with the community is also important. Developing relationships with community partners helps establish strong connections that run deeper than the student/school relationship. A charter school must be innovative and flexible while staying true to its mission. It must have a flexible structure that allows the maximum support for learning. Above all a charter school must be held to high standards that not only adhere to but surpass the state's educational requirements.

**Other**

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

A Board Member must adhere to the charter, define policies and procedures, represent the school in the best manner, monitor the success of students in order to make changes as needed, oversee the Superintendent, and serve on various committees.

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

I affirm that I have read and understand the charter application for the Southwest Key Charter School, the 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:** Honorable Paul G. Buchanan, FCJ
**(Include preferred honorific.)**

**Daytime Telephone:** [redacted]

**Home Mailing Address:** [redacted] Delavan Avenue, Buffalo, NY [redacted]

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

**Business Address:** [redacted] Buffalo, New York [redacted]

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

**Charter School Name:** Southwest Key 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.):**

Founding Group and Board of Trustees

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

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

**Background**

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

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 Southwest Key Charter School from discussion with Dr. Juan J. Sanchez.

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

I wish to serve on the Board in order to offer quality educational services to youth in the community who are not presently being adequately served by the local district.

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):

As indicated in Q.1, I previously served on the Buffalo City School Board and have been involved with the educational needs of youth in foster care and the juvenile justice system.

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 Mr. Thomas Lillis and have worked closely with him in our governmental positions since 2004. My spouse and I are also well acquainted with him socially.

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.**

Judicial Ethics as to whether a Family Court Judge can serve on a board of a charter school and expects a decision after their next regularly scheduled meeting in April 2011. Judge Buchanan has received a verbal opinion that he can pursue Southwest Key Charter School Board membership while awaiting the formal written assurance.

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 immediate bring it to the attention of Senior Management and the Board President and request that action be taken and reported to the Board and referred to any law enforcement agency, if warranted.

**Educational Philosophy**

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

Southwest Key's mission is to improve the educational outcomes for youth in socially underserved communities. This will be done through the use of dedicated staff using evidence, based practices, parent involvement, emphasizing a holistic model to develop strong leadership skills, community service, and a rigorous curriculum.

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

The educational program will encompass small class size, individual attention, longer school days and year, community service, a 3-Tier Model advocated by Vaughn Gross Center for Reading and Language Arts, Science, Technology, personal health, and an expectation of success without failure and college bound after high school.

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

The solid foundation of any school, Charter or otherwise, is the quality of its teachers and administrators. They need to work together to achieve individual results for each student. Further, the school needs to be an anchor for the community in which it is located, reaching out to parents, community members, organizations, and the natural community supports and welcome them into the school to be part of the holistic learning environment.

**Other**

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

The Board of Trustees is to have the final authority on policy and operational decisions. Individual members need to keep knowledgeable about all matters in the school without interfering with the day to day operations. Members must conduct themselves in an ethical manner.

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

I affirm that I have read and understand the charter application for the Southwest Key Charter School, the school board's by-laws, and all proposed policies.

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

I believe that the youth and families of the City of Buffalo require educational options for success which the present local school district has been unable to provide to the majority of Buffalo's youth for many years, for a variety of reasons. The youth being targeted by the Southwest Key Charter School are especially in need of this opportunity.

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

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

**Name:** Mr. Thomas Lillis, LCSW - R
**(Include preferred honorific.)**

**Daytime Telephone:** [redacted]

**Home Mailing Address:** [redacted], Hamburg, New York [redacted]

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

**Business Address:** Erie County Youth Services Center, 810 E. Ferry St. , Buffalo, NY, 14211

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

**Charter School Name:** Southwest Key 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.):**

Founding Group and Board of Trustees

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

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

**Background**

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

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.

   Longstanding professional relationship with founding agency.

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

   I have 30 years of youth work as professional social worker.

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.

Bring the matter before the full Board formally.

**Educational Philosophy**

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

To create a motivating, relevant educational environment to Buffalo, New York.

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

The educational program is geared for youth in disadvantaged areas of Buffalo and will bring new, exciting and innovative academic experiences for our youth.

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.

An effective charter school must develop an atmosphere that conveys the value of education and provides hope for the futures of our youth.

**Other**

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

Primary responsibilities include monitoring of the school's operations and finances as well as advocating on behalf of the school, its students, and families.

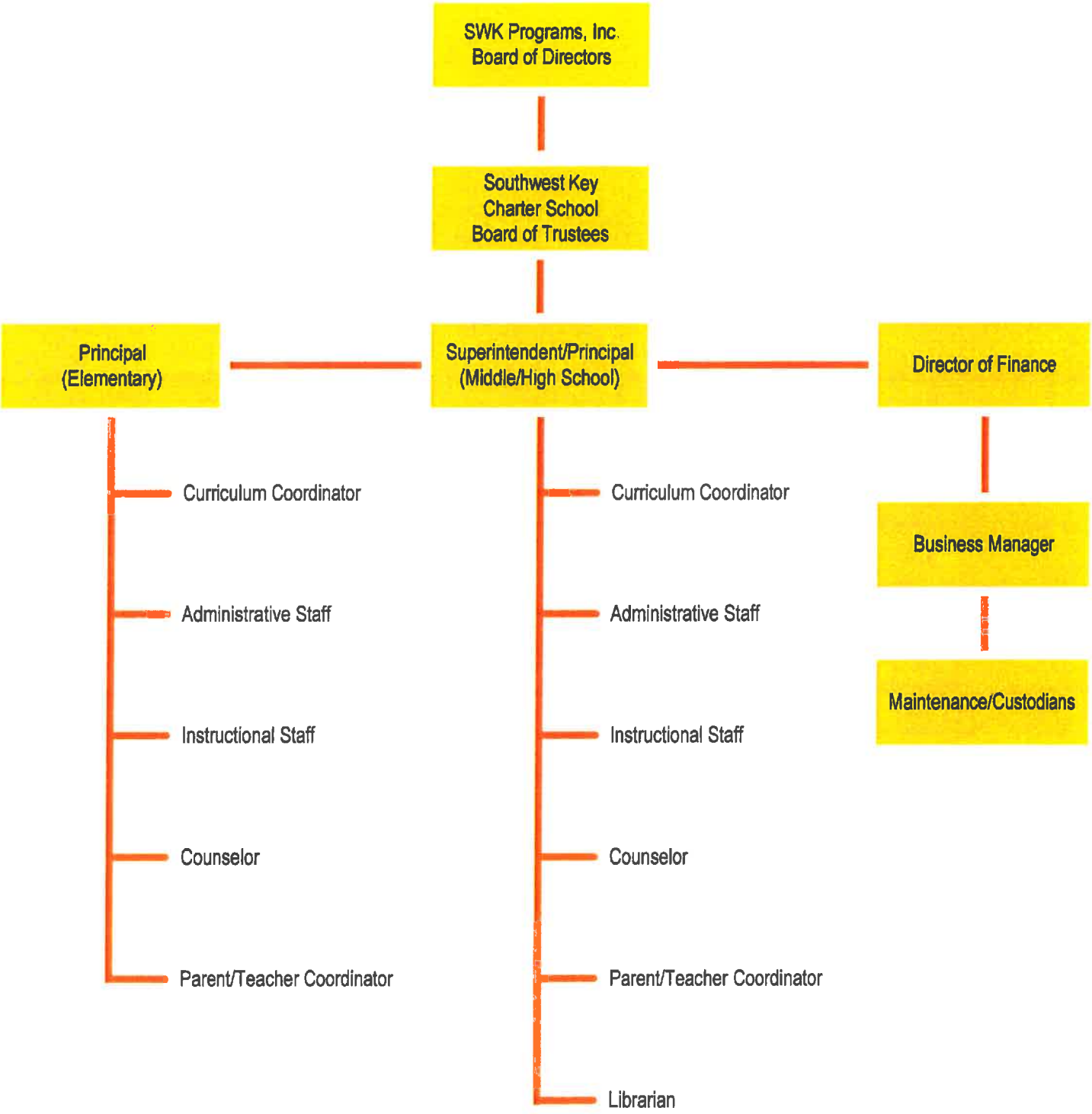
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter application for the Southwest Key Charter School, the school board's by-laws, and all proposed policies.

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

I am an adjunct faculty member of the St. Bonaventure University School of Education.

# Attachment 10
# Southwest Key Charter School
# Buffalo, New York
# March 2011



southwest key

| **Job Title:** | Superintendent/Principal | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | All school staff | **Reports to:** | Board of Trustees |

**Job Summary:**

The Superintendent is responsible for effective operation of the school; general administration of all instructional, business or other operations of the school; and for advising and making recommendations to the Board of Trustees with respect to such activities. The superintendent provides the administrative leadership to all school personnel in carrying out the goals and objectives of the school system.

**Essential Functions:**

- Collaborate with Board of Trustees and school staff to ensure vision/mission of the school.
- Develop, coordinate and implement Plan of Action and a strategic plan for the school.
- Plan and monitor the implementation of all instructional aspects of State Board of Education and New York Education Agency guidelines.
- Keep abreast of developments in curriculum and instruction and furnish leadership in determining appropriateness for all students.
- Coordinate with instructional staff in evaluating selection of instructional materials to meet student learning needs.
- Incorporate the use of technology in the teaching and learning process.
- Plan the necessary time, resources, and materials to support the accomplishment of educational goals.
- Schedule and prepare for the school's board meetings.
- Use management practices that promote collegiality, teamwork, and collaborative decision making among the staff members.
- Assist in raising funds for the school.
- Provide effective two-way communication channel with staff, employees, media, community, and the board.
- Encourage and promote effective incentive and recognition programs for exemplary employee performance.
- Ensure adherence of timelines of reports.
- Use evaluative findings, especially student achievement data to examine the effectiveness of the campus curriculum and instructional programs.
- Able to react to change productively and handle other essential tasks as assigned.

**Other Functions:**

- Develop and implement effective communication within the school and between the school and the broader community

**Qualifications and Requirements:**

- Doctor of Education with four years supervisory/administrative experience including experience as a Superintendent or in the central office; or a Master's degree in education or related field, with five years supervisory/administrative experience with troubled youth.
- Superintendent certification.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| **Job Title:** | Principal | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | All school staff | **Reports to:** | Superintendent |

**Job Summary:**

The Principal is responsible for all aspects of the school's operations such as instructional leadership, student safety, and fiscal matters, within the policies of the Board of Trustees.

**Essential Functions:**

- Oversee all aspects of the instructional program and ensure that there is a focus on improving student academic performance.
- Work with the staff, Board of Trustees, and community to develop the curriculum and programs.
- Prepare reports and assist the Board of Trustees in evaluating the effectiveness of school program.
- Report annual school and student performance to students, parents, and the public
- Provide innovative, instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality, creativity, and team building among staff members. Encourage their active involvement in decision-making process.
- Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process.
- Recruit and evaluate the faculty and staff, and recommend to the superintendent the employment or discharge of faculty and staff.
- Work with the superintendent to develop administrative procedures and regulations to manage school operations and implement policies adopted by the Board of the School.
- Supervise all financial accounting operations to ensure that funds are spent in accordance with the approved budget and managed effectively.
- Ensure compliance with all applicable state and federal requirements, including special education and bilingual/ESL.
- Ensure that the school facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities
- Recruit, enroll, discipline, and dismiss, when necessary, students.
- Ensure an appropriate education program for each student through the implementation of an individual academic plan that meets each student's needs.
- Able to react to change productively and handle other essential tasks as assigned.

**Other Functions:**

- Promote goal-oriented performance and support the achievement of student and campus performance objectives.
- Develop and implement effective communication within the school and between the school and the broader community

**Qualifications and Requirements:**

- Master's Degree
- Mid-management or Principal Certification
- Certified Professional Development and Appraisal System (PDAS) Appraiser
- Three (3) Years Experience as a Principal
- Background checks and child abuse registry will be conducted for every employee in accordance with the law.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| **Job Title:** | Business Manager | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | none | **Reports to:** | Principal |

**Job Summary:**

The Business Manager will be responsible for the coordination the accounting functions of the school, complying with state financial obligations, providing financial information, instructions and/or support to other personnel, ensuring that school revenues are within budget and allocated accordingly, and providing financial services and processing of financial functions on a timely basis.

**Essential Functions:**

- Receive, record, verify extensions, additions, and calculations on invoices, purchase orders, receiving slips, vendor statements.
- Distribute and file school accounting and related documents.
- Respond to staff questions and assist in the training of the process of ordering and receiving of merchandise and services through the campus purchase order procedure.
- Prepare and assure proper payment of school obligations through district vendor invoices, district purchase orders and receiving records, and route invoices for necessary approval.
- Maintain the filing system of records to substantiate payments and other accounting procedures as required.
- Complete year-end closure of outstanding purchase orders, set up vendor and purchase order files for the new school year.
- Handle school cash receipts, reconcile cash receipts and prepare weekly deposit.
- Process lunch applications and determine which students will be on free, reduced or paid breakfast/lunch (results will be based on family income and size).
- Keep in contact with vendors in order to make sure daily documentation (Food Production Reports) are done correctly.
- Maintain school inventory records, track inventory movement, perform periodical inventory counts and update inventory records accordingly. Inventory include but not limited to fixed assets, equipments, furniture, books, calculators, uniforms, T-shirts, items for resale.
- Able to react to change productively and handle other essential tasks as assigned.

**Other Functions:**

- Research and prepare reports for negotiation purposes as requested.
- Make phone calls to parents if their child needs to bring lunch money.

**Qualifications and Requirements:**

- High School Diploma or equivalent.
- Two years of vocational training or college preferred with an emphasis in accounting/book keeping and five years of job related experience.
- Possess a working knowledge and apply principles of bookkeeping and accounting procedures and the ability to process all data required to submit check requests.
- Ability to post data and make mathematical computations rapidly and accurately.
- Skilled in computer operation and use of computer programs involving word processing and spreadsheets; use of telephone, calculator, copier and other office equipment.
- Background checks and child abuse registry will be conducted for every employee in accordance with the law.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| **Job Title:** | Curriculum Coordinator | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | none | **Reports to:** | Principal |

**Job Summary:**

The Curriculum Coordinator is responsible for developing the curriculum and instruction campus plan.

**Essential Functions:**

- Analyze curriculum and instructional needs of staff and school.
- Collaborate with staff to develop a curriculum and instruction campus plan.
- Maintain knowledge of current research and best practices in curriculum and instruction and share this information with teachers.
- Act as coach to teachers learning new instructional strategies.
- Model/demonstrate best practices with strategies in classroom with students.
- Hold follow-up conferences with teachers to clarify and discuss strategies modeled or taught.
- Develop and conduct on-site professional development activities in curriculum areas according to observed needs of the staff and strategies identified in the school improvement plan
- Coordinate facets of the school's staff development plan to facilitate a supportive learning community for teachers.
- Establish a process for the involvement of all support staff and special area teachers in the school's literacy focus.
- Analyze student test data and provide instructional recommendations to staff.
- Provide support and education to parents in the area of curriculum and instruction.
- Establish a collegial partnership with administrators.
- Establish and monitor a system and use of curriculum resources/materials.

**Other Functions:**

- Assist principal in the assessment of the effectiveness of the instructional program.
- Serve as a member of the elementary advisory committee.
- Assist teachers in planning quality, research-based lessons.
- Assist teachers in methods of monitoring progress of students.
- Able to react to change productively and handle other essential tasks as assigned.

**Qualifications and Requirements:**

- Master's in Education with five years of successful classroom experience.
- Knowledge of current research and best practices in curriculum.
- Excellent communication and interpersonal skills.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| **Job Title:** | Teacher | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | none | **Reports to:** | Principal |

**Job Summary:**

The Teacher must exemplify a passion to make a positive difference in the lives of students. The Teacher is responsible for providing the delivery of dynamic, exciting and effective instruction to ensure successful academic achievement for all students.

**Essential Functions:**

- Provide quality instruction for all students in a learning environment that is safe, healthy and fun.
- Prepare, plan and use suitable varied instructional and learning strategies, activities, materials, resources and equipment to reflect understanding of the learning styles and needs of the students.
- Conduct, disaggregate and evaluate assessments of students' learning needs and use results to plan instructional activities.
- Cooperate and collaborate with special education teachers to meet the needs of students according to their Individualized Education Plans (IEP).
- Maintain an evaluation system that is prescribed by state law or adopted by the school.
- Conduct on going assessments and use results to plan for instructional purposes to meet the learning needs of the students.
- Identify students' learning needs to improve study methods, habits and organizational skills.
- Create a positive learning environment this is appropriate for the physical, social and emotional development of the students.
- Ensure that the students develop the competencies and skills needed to succeed at the collegiate level and in a demanding and ever changing global society.
- Employ necessary and reasonable precautions to safeguard students, equipment, materials and facilities.
- Cooperate and collaborate in the selection process of books, equipment and instructional materials.
- Keep current and comply with national, state and school regulations, policies and procedures for classroom teachers.
- Compile, maintain and file all physical and computerized reports, records and all other pertinent documents required.
- Able to react to change productively and handle other essential tasks as assigned.

**Other Functions:**

- Utilize technology to strengthen and support the instructional program.
- Attend and participate in grade level and faculty meetings.
- Participate in business and school related committees and activities.
- Assume responsibility for assigned extra curricular and other sponsored activities.

**Qualifications and Requirements:**

- Bachelor's degree from an accredited college or university.
- Minimum of 3 years of successful teaching experience in a public, private or charter school.
- Specific content area secondary certification for New York, or approved alternative certification program.
- Knowledgeable and competent in the core academic subject area assigned.
- Required general and content knowledge of curriculum and instruction.
- Background checks and child abuse registry will be conducted for every employee in accordance with the law.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| **Job Title:** | Fine Arts Teacher | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | none | **Reports to:** | Principal |

**Job Summary:**

The Special Education Teacher must exemplify a passion to make a positive difference in the lives of students. The position requires providing dynamic, exciting and the delivery of effective instruction to ensure successful academic achievement for all learners. In addition, the candidate must have integrity, dedication, commitment and a strong work ethic to prepare our students to succeed and compete in an ever changing global society.

**Essential Functions:**

- Design and implement a dynamic visual and performing arts curriculum that features painting, drawing, and sculptural expression as well as music performance, theatrical scene and play performance, and dance.
- Design end of semester culminating activity, students will create an evening production for the community that includes multiple aspects of the visual and performing arts.
- Ensure that student artwork is framed and displayed in the school halls on a rotating basis.
- Provide quality instruction for all students in a learning environment that is safe, healthy and fun.
- Develop and implement lesson plans in accordance with the instructional program and make them reflect the accommodations for the varied student learning styles.
- Conduct, disaggregate and evaluate assessments of students' learning needs and use results to plan instructional activities.
- Maintain an evaluation system that is prescribed by state law or adopted by the school.
- Identify students' learning needs to improve study methods, habits and organizational skills.
- Ensure that the students develop the competencies and skills needed to succeed at the collegiate level and in a demanding and ever changing global society.
- Develop and implement a classroom management plan that ensures and maintains a safe and orderly environment that is conducive for optimal student learning.
- Cooperate and collaborate in the selection process of books, equipment and instructional materials.
- Compile, maintain and file all physical and computerized reports, records and all other pertinent documents required.

**Other Functions:**

- Compile, maintain, evaluate and record students' progress to inform parents as needed and required.
  Attend staff meetings and serve on staff/district committees as required
- Confer with colleagues, administration, students and/or parents when necessary
- Able to react to change productively and handle other essential tasks as assigned.

**Qualifications and Requirements:**

- Bachelor's degree with 3 years of successful teaching experience
- .New York Teaching Certification
  Preferred
  Bilingual English/Spanish.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| **Job Title:** | College Coordinator | **Employment Status:** | Full time |
|---|---|---|---|
| **Number of Employees Supervised:** | none | **Reports to:** | Principal |

**Job Summary:**

The College Coordinator is responsible for working with students, parents, teachers, counselors, administrators, and other appropriate persons to facilitate the creation of a college bound culture throughout the campus.

**Essential Functions:**

- Provide guidance to individuals and groups of students to develop education plans related to college plans and career awareness through individual sessions and small groups.
- Consult parents, teachers, administrators, and other appropriate people to provide information on the following:
  - Early awareness for students and their families, in terms of curriculum, career pathways, and financial aid and scholarships
  - Provision of appropriate support systems for all students in rigorous courses
  - Completion of applications for college, scholarships, and financial aid
  - Facilitation of college tours and visits to college campuses
  - Facilitation of college entrance examinations and appropriate benchmarks at various grade levels
  - Facilitation of the implementation and continuous update of personal graduation plan for each student on campus
  - Coordinate with school and community personnel to bring together resources for students and their families, to include the creation and maintenance of a College/Career Center for the campus
  - Train teachers, counselors, administrators, and other relevant individuals to serve as college advisors to implement consistent dissemination of information within each classroom.

**Other Functions:**

- Attend staff meetings and serve on staff/district committees as required.
- Confer with colleagues, administration, students and/or parents when necessary.
- Able to react to change productively and handle other essential tasks as assigned.

**Qualifications and Requirements:**

- Bachelor's degree in counseling and guidance or social work with three to five years of experience working with youth, can include volunteer or internships.
- Excellent written, verbal, analytical, and organizational skills.
- Proficiency in MS Office with web-based resources and internet research a plus.
- Polished and articulate with strong interpersonal skills.
- Knowledge of graduation requirements

Preferred

- Bilingual English/Spanish.

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

southwest key

| Job Title: | Executive Assistant/ Registrar | Employment Status: | Full time |
|---|---|---|---|
| Number of Employees Supervised: | none | Reports to: | Principal |

**Job Summary:**

The Executive Assistant (EA) serves as the first impression and first point of contact for the school. The EA handles all logistics and administrative issues associated with support of the school, including board meeting, event planning, travel, briefings, and office management. Responsible for maintaining student records at the campus level. Process student enrollment, transfers, and withdraws for the campus.

**Essential Functions:**

- Assist in maintaining the Principal and schools calendar and schedule all calls, meetings, conferences and appointments.
- Be the primary source of communicating with the Principal, Superintendent and Board of Trustees and take responsibility for organizing monthly board meetings.
- Check all mail, faxes, voicemails, and emails, returning messages in a timely manner (24 hours or less) or filtering to the appropriate individuals.
- Manage the New York State educational databases.
- Provide attendance reports and work with the Principal on all deadlines for NYSED equired reports.
- Manage the school and Principals contact databases.
- Maintain physical and computerized records including student cumulative folders, progress and failure reports, and transcript data as is appropriate.
- Process new student records, including requesting transcripts and records from other schools, setting up cumulative folder, and entering student data into appropriate databases.
- Coordinate grade reporting process, including processing of scan sheets, verification and correction of grades, and printing and distribution of report cards.
- Process and transmit requests for student information, including student transcripts for colleges and universities in a timely manner.
- Make all travel arrangements for the Superintendent, principals and staff as needed (flights, accommodation, and ground transport). Create travel itinerary and packet for each trip.
- Anticipate, prepare, and distribute appropriate briefing materials for the Superintendent and Principal in preparation for meetings, travel, and presentations.
- Create, organize, maintain, and manage all files, keeping all files confidential.

**Other Functions:**

- Initiate subsequent follow-up meetings and communication for as directed.
- Compose and type general correspondence, as requested.
- Assist campus administration and counselors with the preparation of reports and student data information as is required for PEIMS.
- Assist in preparation of miscellaneous financial documents.
- Assist with coordination of special events involving the school.
- Able to react to change productively and handle other essential tasks as assigned.

**Qualifications and Requirements:**

- High school diploma with successful track record of office management in an educational environment, preferably in support of an Executive.
- Excellent written, verbal, analytical, and organizational skills.
- Ability to establish priorities and manage time effectively.
- Proficiency in MS Office with web-based resources and internet research a plus.
- Polished and articulate with strong interpersonal skills.
- Knowledge of graduation requirements

Preferred

- Bilingual English/Spanish.
- Bachelor's degree.

southwest key

**Compliance Agreement:** I have read the above, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements. I understand that reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. I also understand that my job description is subject to change and that this description does not preclude my supervisor's authority to add or change duties or responsibilities.

Employee Name: _____ Employee Signature: _____ Date: _____

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

# Southwest Key Charter School

| | |
|---|---|
| Contact Name: | Dr. Juan Sanchez |
| Contact Email: | jsanchez@swkey.org |
| Contact Phone: | 512-462-2181 |
| | Examples |
| Pre-Opening Period | January 1, 2012 to June 30, 2012 |
| Operational Year ONE | July 1, 2012 to June 30, 2013 |

## Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
## January 1, 2012 to June 30, 2012

| | | |
|---|---|---|
| **Total Revenue** | 338,149 | |
| **Total Expenses** | 338,149 | |
| **Net Income** | 0 | |
| **Actual Student Enrollment** | - | |
| **Total Paid Student Enrollment** | - | |

| | CY Per Pupil Rate | START-UP PERIOD | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|
| **REVENUE** | | | |
| **REVENUES FROM STATE SOURCES** | | | |
| Per Pupil Revenue | | | |
| School District 1 (Southwest Key Charter School) | - | - | |
| 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) | - | - | |
| Special Education Revenue | | - | |
| Grants | | | |
| Stimulus | | - | |
| DYCD (Department of Youth and Community Developmt.) | | - | |
| Other | | - | |
| Other | | - | |
| TOTAL REVENUE FROM STATE SOURCES | | - | |
| **REVENUE FROM FEDERAL FUNDING** | | | |
| IDEA Special Needs | | - | |
| Title I | | - | |
| Title Funding - Other | | - | |
| School Food Service (Free Lunch) | | - | |
| Grants | | | |
| Charter School Program (CSP) Planning & Implementation | | - | |
| Other | | - | |
| Other | | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | - | |
| **LOCAL and OTHER REVENUE** | | | |
| Contributions and Donations | | - | |
| Fundraising | | - | |
| Erate Reimbursement | | - | |
| Earnings on Investments | | - | |
| Interest Income | | - | |
| Food Service (Income from meals) | | - | |
| Text Book | | - | |
| OTHER | | 338,149 | Applying for the CSP grant. If the school does not receive the CSP grant, then the funds would be raised through fund raising activities. |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 338,149 | |
| **TOTAL REVENUE** | | 338,149 | |

# Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
### January 1, 2012 to June 30, 2012

| | | | |
|---|---|---|---|
| **Total Revenue** | | 338,149 | **DESCRIPTION OF ASSUMPTIONS** |
| **Total Expenses** | | 338,149 | |
| **Net Income** | | 0 | |
| **Actual Student Enrollment** | | - | |
| **Total Paid Student Enrollment** | | - | |
| | | **START-UP PERIOD** | |
| **EXPENSES** | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No. of Positions | | |
| Executive Management | - | - | |
| Instructional Management | 1.00 | 47,500 | six months salary expense |
| Deans, Directors & Coordinators | - | - | |
| CFO / Director of Finance | - | - | |
| Operation / Business Manager | 1.00 | 27,500 | six months salary expense |
| Administrative Staff | 1.00 | 17,500 | six months salary expense |
| TOTAL ADMINISTRATIVE STAFF | 3.00 | 92,500 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | |
| Teachers - Regular | - | - | |
| Teachers - SPED | - | - | |
| Substitute Teachers | - | - | |
| Teaching Assistants | - | - | |
| Specialty Teachers | - | - | |
| Aides | - | - | |
| Therapists & Counselors | - | - | |
| Other | - | - | |
| TOTAL INSTRUCTIONAL | - | - | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | |
| Nurse | - | - | |
| Librarian | - | - | |
| Custodian | - | - | |
| Security | - | - | |
| Other | - | - | |
| TOTAL NON-INSTRUCTIONAL | - | - | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 3.00 | 92,500 | |
| **PAYROLL TAXES AND BENEFITS** | | | |
| Payroll Taxes | | 7,080 | FICA 7.65% |
| Fringe / Employee Benefits | | 6,960 | SUTA - 4.8%/WC - 1.62%/Disability - 1.1% |
| Retirement / Pension | | 509 | Retirement benefits |
| TOTAL PAYROLL TAXES AND BENEFITS | | 14,549 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 3.00 | 107,049 | |
| **CONTRACTED SERVICES** | | | |
| Accounting / Audit | | 4,000 | audit fees incurred for the preparation of initial financial statement |
| Legal | | - | |
| Management Company Fee | | 30,000 | management fee incurred during 6 month pre-opening phase |
| Nurse Services | | - | |
| Food Service / School Lunch | | - | |
| Payroll Services | | - | |
| Special Ed Services | | - | |
| Titlement Services (i.e. Title I) | | - | |
| Other Purchased / Professional / Consulting | | 20,000 | hiring of professional consultant to assist with planning and implementation |
| TOTAL CONTRACTED SERVICES | | 54,000 | |
| **SCHOOL OPERATIONS** | | | |
| Board Expenses | | 600 | board meeting expenses |
| Classroom / Teaching Supplies & Materials | | 4,000 | general supplies such as poster boards, markers, paper, etc. |
| Special Ed Supplies & Materials | | 3,000 | special education supplies and materials |
| Textbooks / Workbooks | | 15,000 | purchase of textbooks and workbooks |
| Supplies & Materials other | | - | |
| Equipment / Furniture | | 30,000 | classroom furniture, whiteboards, pull down screens, etc. |
| Telephone | | 8,000 | Installation of phone system |
| Technology | | 25,000 | Hardware and software |
| Student Testing & Assessment | | - | |
| Field Trips | | - | |
| Transportation (student) | | - | |
| Student Services - other | | - | |
| Office Expense | | 4,000 | general supplies and materials, letterhead, envelopes, files, etc. |
| Staff Development | | 2,000 | initial expenses for principal and administrative staff. |
| Staff Recruitment | | 10,000 | Recruitment materials, job advertising |
| Student Recruitment / Marketing | | 10,000 | Brochures, advertising costs |
| School Meals / Lunch | | - | |
| Travel (Staff) | | 2,000 | travel expenses incurred to attend meetings. |
| Fundraising | | - | |
| Other | | - | |
| TOTAL SCHOOL OPERATIONS | | 113,600 | |
| **FACILITY OPERATION & MAINTENANCE** | | | |
| Insurance | | 2,000 | Insurance costs for pre-opening phase |
| Janitorial | | 2,000 | Initial purchase of cleaning and disinfectant materials |
| Building and Land Rent / Lease | | 12,500 | Initial lease expense for two months |
| Repairs & Maintenance | | - | |
| Equipment / Furniture | | 20,000 | desks, chairs, filing cabinets, etc. |
| Security | | 20,000 | Installation of security system, wiring, door and window contacts, etc |
| Utilities | | 7,000 | Utilities up to June 30th |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 63,500 | |
| **DEPRECIATION & AMORTIZATION** | | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | | - | |
| **TOTAL EXPENSES** | | 338,149 | |
| **NET INCOME** | | 0 | |

## Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
## January 1, 2012 to June 30, 2012

| | |
|---|---|
| **Total Revenue** | 338,149 |
| **Total Expenses** | 338,149 |
| **Net Income** | 0 |
| **Actual Student Enrollment** | - |
| **Total Paid Student Enrollment** | - |

**DESCRIPTION OF ASSUMPTIONS**

| | START-UP PERIOD |
|---|---|
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | |
| School District 1 (Southwest Key Charter School) | - |
| School District 2 (Enter Name) | - |
| School District 3 (Enter Name) | - |
| School District 4 (Enter Name) | - |
| School District 5 (Enter Name) | - |
| School District 6 (Enter Name) | - |
| School District 7 (Enter Name) | - |
| School District 8 (Enter Name) | - |
| School District 9 (Enter Name) | - |
| School District 10 (Enter Name) | - |
| School District 11 (Enter Name) | - |
| School District 12 (Enter Name) | - |
| School District 13 (Enter Name) | - |
| School District 14 (Enter Name) | - |
| School District 15 (Enter Name) | - |
| School District - ALL OTHER | - |
| **TOTAL ENROLLMENT** | - |
| **REVENUE PER PUPIL** | - |
| **EXPENSES PER PUPIL** | - |

**Southwest Key Charter School**
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**
**January 1, 2012 to June 30, 2012**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Total Revenue | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| Total Expenses | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| Net Income | - | - | - | - | - | - | - |
| Cash Flow Adjustments | - | - | - | - | - | - | - |
| Beginning Cash Balance | - | - | - | - | - | - | - |
| Net Income | - | - | - | - | - | - | - |

| | January | February | March | April | May | June | TOTAL |
|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | |
| Per Pupil Revenue | | | | | | | |
| School District 1 (Southwest Key Charter School) | - | - | - | - | - | - | - |
| 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) | - | - | - | - | - | - | - |
| Special Education Revenue | - | - | - | - | - | - | - |
| Grants | | | | | | | |
| Stimulus | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | |
| IDEA Special Needs | - | - | - | - | - | - | - |
| Title I | - | - | - | - | - | - | - |
| Title Funding - Other | - | - | - | - | - | - | - |
| School Food Service (Free Lunch) | - | - | - | - | - | - | - |
| Grants | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | - | - | - | - | - | - |
| **LOCAL and OTHER REVENUE** | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - |
| Erate Reimbursement | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - |
| OTHER | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| **TOTAL REVENUE** | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |

**Southwest Key Charter School**
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**
**January 1, 2012 to June 30, 2012**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Total Revenue | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| Total Expenses | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| Net Income | - | - | - | - | - | - | - |
| Cash Flow Adjustments | - | - | - | - | - | - | - |
| Beginning Cash Balance | - | - | - | - | - | - | - |
| Net Income | - | - | - | - | - | - | - |

| | No. of Positions | January | February | March | April | May | June | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **EXPENSES** | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | | | | | | | | |
| Executive Management | | - | - | - | - | - | - | - |
| Instructional Management | | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,915 | 47,500 |
| Deans, Directors & Coordinators | | - | - | - | - | - | - | - |
| CFO / Director of Finance | | - | - | - | - | - | - | - |
| Operation / Business Manager | | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,585 | 27,500 |
| Administrative Staff | | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,915 | 17,500 |
| TOTAL ADMINISTRATIVE STAFF | - | 15,417 | 15,417 | 15,417 | 15,417 | 15,417 | 15,415 | 92,500 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | | - | - | - | - | - | - | - |
| Teachers - SPED | | - | - | - | - | - | - | - |
| Substitute Teachers | | - | - | - | - | - | - | - |
| Teaching Assistants | | - | - | - | - | - | - | - |
| Specialty Teachers | | - | - | - | - | - | - | - |
| Aides | | - | - | - | - | - | - | - |
| Therapists & Counselors | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | - | - | - | - | - | - | - | - |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | | - | - | - | - | - | - | - |
| Librarian | | - | - | - | - | - | - | - |
| Custodian | | - | - | - | - | - | - | - |
| Security | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | - | 15,417 | 15,417 | 15,417 | 15,417 | 15,417 | 15,415 | 92,500 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | 1,180 | 1,180 | 1,180 | 1,180 | 1,180 | 1,180 | 7,080 |
| Fringe / Employee Benefits | | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 6,960 |
| Retirement / Pension | | 84 | 84 | 84 | 84 | 84 | 88 | 509 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 2,424 | 2,424 | 2,424 | 2,424 | 2,424 | 2,429 | 14,549 |
| **TOTAL PERSONNEL SERVICE COSTS** | - | 17,841 | 17,841 | 17,841 | 17,841 | 17,841 | 17,844 | 107,049 |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | 4,000 | 4,000 |
| Legal | | - | - | - | - | - | - | - |
| Management Company Fee | | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 30,000 |
| Nurse Services | | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - |
| Payroll Services | | - | - | - | - | - | - | - |
| Special Ed Services | | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 20,000 |
| TOTAL CONTRACTED SERVICES | | 8,300 | 8,300 | 8,300 | 8,300 | 8,300 | 12,300 | 54,000 |
| **SCHOOL OPERATIONS** | | | | | | | | |
| Board Expenses | | - | - | 300 | - | - | 300 | 600 |
| Classroom / Teaching Supplies & Materials | | - | - | - | - | - | 4,000 | 4,000 |
| Special Ed Supplies & Materials | | - | - | - | - | - | 3,000 | 3,000 |
| Textbooks / Workbooks | | - | - | - | - | - | 15,000 | 15,000 |
| Supplies & Materials other | | - | - | - | - | - | - | - |
| Equipment / Furniture | | - | - | - | - | - | 30,000 | 30,000 |
| Telephone | | - | - | - | - | - | 8,000 | 8,000 |
| Technology | | - | - | - | - | - | 25,000 | 25,000 |
| Student Testing & Assessment | | - | - | - | - | - | - | - |
| Field Trips | | - | - | - | - | - | - | - |
| Transportation (student) | | - | - | - | - | - | - | - |
| Student Services - other | | - | - | - | - | - | - | - |
| Office Expense | | - | - | - | - | - | 4,000 | 4,000 |
| Staff Development | | - | - | - | - | - | 2,000 | 2,000 |
| Staff Recruitment | | - | - | - | 2,500 | 2,500 | 5,000 | 10,000 |
| Student Recruitment / Marketing | | - | - | - | 2,500 | 2,500 | 5,000 | 10,000 |
| School Meals / Lunch | | - | - | - | - | - | - | - |
| Travel (Staff) | | - | - | 500 | 500 | 500 | 500 | 2,000 |
| Fundraising | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | | - | - | 800 | 5,500 | 5,500 | 101,800 | 113,600 |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | |
| Insurance | | - | - | - | - | 1,000 | 1,000 | 2,000 |
| Janitorial | | - | - | - | - | 1,000 | 1,000 | 2,000 |
| Building and Land Rent / Lease | | - | - | - | - | 6,250 | 6,250 | 12,500 |
| Repairs & Maintenance | | - | - | - | - | - | - | - |
| Equipment / Furniture | | - | - | - | - | - | 20,000 | 20,000 |
| Security | | - | - | - | - | - | 20,000 | 20,000 |
| Utilities | | - | - | - | - | 1,500 | 5,500 | 7,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | - | - | - | - | 11,750 | 51,750 | 63,500 |
| **DEPRECIATION & AMORTIZATION** | | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | | - | - | - | - | - | - | - |
| **TOTAL EXPENSES** | | 26,141 | 26,141 | 26,941 | 31,641 | 43,391 | 183,894 | 338,149 |
| **NET INCOME** | | - | - | - | - | - | - | - |
| **CASH FLOW ADJUSTMENTS** | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | |
| Example - Add Back Depreciation | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| Total Operating Activities | | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| Total Investment Activities | | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| Total Financing Activities | | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | | - | - | - | - | - | - | - |
| **NET INCOME** | | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | | - | - | - | - | - | - | - |
| **ENDING CASH BALANCE** | | - | - | - | - | - | - | - |

## Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Total Revenue | | 1,320,339 | 316,132 | - | - | - | 1,636,471 |
| Total Expenses | | 897,568 | 158,040 | - | - | 580,864 | 1,636,472 |
| Net Income | | 422,772 | 158,092 | - | - | (580,864) | (0) |
| Actual Student Enrollment | | 112 | 20 | | | | 132 |
| Total Paid Student Enrollment | | 112 | 20 | | | | 132 |

| | CY Per Pupil Rate | PROGRAM SERVICES | | | SUPPORT SERVICES | | | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|---|---|---|---|---|
| | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| **REVENUE** | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | |
| Per Pupil Revenue | | | | | | | | |
| School District 1 (Southwest Key Charter School) | 10,429 | 1,168,048 | 208,580 | - | - | - | 1,376,628 | Preliminary 2011-2012 basic tuition; assume 15% of student population will be SPED |
| 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) | 10,429 | 1,168,048 | 208,580 | - | - | - | 1,376,628 | |
| Special Education Revenue | | - | 90,000 | - | - | | 90,000 | Est. avg. $4,500/SPED student, 15% SPED enrollment |
| Grants | | | | | | | | |
| Stimulus | | - | - | - | - | - | - | |
| DYCD (Department of Youth and Community Developmt.) | | - | - | - | - | - | - | |
| Other | | - | - | - | - | - | - | |
| Other | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM STATE SOURCES | | 1,168,048 | 298,580 | - | - | - | 1,466,628 | |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | |
| IDEA Special Needs | | 14,000 | - | - | - | - | 14,000 | Estimated average |
| Title I | | 40,000 | - | - | - | - | 40,000 | Estimated average |
| Title Funding - Other | | - | - | - | - | - | - | |
| School Food Service (Free Lunch) | | 87,091 | 15,552 | - | - | - | 102,643 | = $2.74/student for lunch + $1.76/student for breakfast X 90% |
| Grants | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | - | - | - | - | - | - | |
| Other | | - | - | - | - | - | - | |
| Other | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 141,091 | 15,552 | - | - | - | 156,643 | |
| **LOCAL and OTHER REVENUE** | | | | | | | | |
| Contributions and Donations | | - | - | - | - | - | - | |
| Fundraising | | 11,200 | 2,000 | - | - | - | 13,200 | estimated fund raising activities avg. $100/student |
| Erate Reimbursement | | - | - | - | - | - | - | |
| Earnings on Investments | | - | - | - | - | - | - | |
| Interest Income | | - | - | - | - | - | - | |
| Food Service (Income from meals) | | - | - | - | - | - | - | |
| Text Book | | - | - | - | - | - | - | |
| OTHER | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 11,200 | 2,000 | - | - | - | 13,200 | |
| **TOTAL REVENUE** | | 1,320,339 | 316,132 | - | - | - | 1,636,471 | |

# Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Total Revenue | | 1,320,339 | 316,132 | - | - | - | 1,636,471 |
| Total Expenses | | 897,568 | 158,040 | - | - | 580,864 | 1,636,472 |
| Net Income | | 422,772 | 158,092 | - | - | (580,864) | (0) |
| Actual Student Enrollment | | 112 | 20 | | | | 132 |
| Total Paid Student Enrollment | | 112 | 20 | | | | 132 |

| | | PROGRAM SERVICES | | | SUPPORT SERVICES | | | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|---|---|---|---|---|
| | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| **EXPENSES** | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No. of Positions | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | |
| Instructional Management | 1.00 | - | - | - | - | 95,000 | 95,000 | Principal |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | |
| CFO / Director of Finance | - | - | - | - | - | - | - | |
| Operation / Business Manager | 1.00 | - | - | - | - | 55,000 | 55,000 | Business Manager |
| Administrative Staff | 2.00 | - | - | - | - | 65,000 | 65,000 | 2 admin; 1 - $35K and 1 - $30K |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | - | - | - | - | 215,000 | 215,000 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | 6.00 | 393,000 | - | - | - | - | 393,000 | = (2 X $ 59,000) + (5 X $ 55,000) |
| Teachers - SPED | 2.00 | - | 120,000 | - | - | - | 120,000 | = 2 X $ 60,000 |
| Substitute Teachers | - | 1,800 | - | - | - | - | 4,800 | est $160/day times 30 days |
| Teaching Assistants | 2.00 | 64,000 | - | - | - | - | 64,000 | includes 2 TA's at $32K/yr ea. |
| Specialty Teachers | - | - | - | - | - | - | - | |
| Aides | - | - | - | - | - | - | - | |
| Therapists & Counselors | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | |
| TOTAL INSTRUCTIONAL | 10.00 | 461,800 | 120,000 | - | - | - | 581,800 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | - | |
| Custodian | 1.00 | 32,000 | - | - | - | - | 32,000 | 1 custodian in first year |
| Security | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 32,000 | - | - | - | - | 32,000 | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 15.00 | 493,800 | 120,000 | - | - | 215,000 | 828,800 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | 37,776 | 9,180 | - | - | 16,448 | 63,403 | 7.65% FICA |
| Fringe / Employee Benefits | | 83,946 | 20,400 | - | - | 36,550 | 140,896 | 17% for medical, dental, vision, UI, disability |
| Retirement / Pension | | 2,716 | 660 | - | - | 1,183 | 4,558 | retirement contribution |
| TOTAL PAYROLL TAXES AND BENEFITS | | 124,438 | 30,240 | - | - | 54,180 | 208,858 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 15.00 | 618,238 | 150,240 | - | - | 269,180 | 1,037,658 | |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | - | - | - | - | 6,000 | 6,000 | annual audit fees |
| Legal | | - | - | - | - | 2,000 | 2,000 | estimated legal fees |
| Management Company Fee | | - | - | - | - | 120,000 | 120,000 | $10,000 per month |
| Nurse Services | | - | - | - | - | - | - | |
| Food Service / School Lunch | | - | - | - | - | 152,064 | 152,064 | est. $2.50-breakfast/$3.50-lunch times 192 days |
| Payroll Services | | - | - | - | - | 2,000 | 2,000 | Kronos |
| Special Ed Services | | - | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | | - | - | - | - | 16,620 | 16,620 | annual software license fees ($12K) + copier rental ($4,620) |
| TOTAL CONTRACTED SERVICES | | - | - | - | - | 298,684 | 298,684 | |
| **SCHOOL OPERATIONS** | | | | | | | | |
| Board Expenses | | - | - | - | - | 1,000 | 1,000 | board meeting expenses |
| Classroom / Teaching Supplies & Materials | | 11,200 | 2,000 | - | - | - | 13,200 | est. $100/student |
| Special Ed Supplies & Materials | | - | 2,500 | - | - | - | 2,500 | est. $125/student |
| Textbooks / Workbooks | | 6,720 | 1,200 | - | - | - | 7,920 | est. $60/student |
| Supplies & Materials other | | 3,600 | - | - | - | - | 3,600 | est. $300/mth for computer supplies |
| Equipment / Furniture | | 3,000 | - | - | - | - | 3,000 | replace broken desks/computer |
| Telephone | | 13,200 | - | - | - | - | 13,200 | est. $1,100/mth |
| Technology | | 3,000 | - | - | - | - | 3,000 | est. cost of moving computer wiring; computer support |
| Student Testing & Assessment | | 6,160 | 1,100 | - | - | - | 7,260 | est. $55/student |
| Field Trips | | 5,600 | 1,000 | - | - | - | 6,600 | est. $50/student |
| Transportation (student) | | 75,000 | - | - | - | - | 75,000 | est. $7,500/mth X 10 mths |
| Student Services - other | | - | - | - | - | - | - | |
| Office Expense | | - | - | - | - | 12,000 | 12,000 | avg $1,000/mth - incl. office supplies/postage/overnight, etc |
| Staff Development | | 4,000 | - | - | - | - | 4,000 | add'l staff development during course of the year |
| Staff Recruitment | | 3,000 | - | - | - | - | 3,000 | advertising for job openings |
| Student Recruitment / Marketing | | - | - | - | - | - | - | |
| School Meals / Lunch | | - | - | - | - | - | - | |
| Travel (Staff) | | - | - | - | - | - | - | |

## Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

| | | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | 1,320,339 | 316,132 | - | - | - | 1,636,471 | |
| **Total Expenses** | 897,568 | 158,040 | - | - | 580,864 | 1,636,472 | |
| **Net Income** | 422,772 | 158,092 | - | - | (580,864) | (0) | |
| **Actual Student Enrollment** | 112 | 20 | | | | 132 | |
| **Total Paid Student Enrollment** | 112 | 20 | | | | 132 | |

| | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
|---|---|---|---|---|---|---|---|
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| Fundraising | - | | - | - | - | - | |
| Other | 2,500 | - | - | - | - | 2,500 | refreshments for sch related meetings w/parents |
| TOTAL SCHOOL OPERATIONS | 136,980 | 7,800 | - | - | 13,000 | 157,780 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | |
| Insurance | 12,000 | - | - | - | - | 12,000 | est. $1,000/mth |
| Janitorial | 3,000 | - | - | - | - | 3,000 | cleaning supplies at $250/mth |
| Building and Land Rent / Lease | 75,000 | - | - | - | - | 75,000 | est. annual lease payments in year 1 |
| Repairs & Maintenance | 3,000 | - | - | - | - | 3,000 | anticipate minimal repairs in year 1 |
| Equipment / Furniture | 2,000 | - | - | - | - | 2,000 | replace broken furniture |
| Security | 6,000 | - | - | - | - | 6,000 | est. $500/mth |
| Utilities | 41,350 | - | - | - | - | 41,350 | est. $3,445/mth |
| TOTAL FACILITY OPERATION & MAINTENANCE | 142,350 | - | - | - | - | 142,350 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | |
| **TOTAL EXPENSES** | 897,568 | 158,040 | - | - | 580,864 | 1,636,472 | |
| **NET INCOME** | 422,772 | 158,092 | - | - | (580,864) | (0) | |

## Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

| | | | | | | |
|---|---|---|---|---|---|---|
| Total Revenue | 1,320,339 | 316,132 | - | - | - | 1,636,471 |
| Total Expenses | 897,568 | 158,040 | - | - | 580,864 | 1,636,472 |
| Net Income | 422,772 | 158,092 | - | - | (580,864) | (0) |
| Actual Student Enrollment | 112 | 20 | | | | 132 |
| Total Paid Student Enrollment | 112 | 20 | | | | 132 |

| | PROGRAM SERVICES | | | SUPPORT SERVICES | | |
|---|---|---|---|---|---|---|
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL |
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | | | |
| School District 1 (Southwest Key Charter School) | 112 | 20 | - | | | 132 |
| School District 2 (Enter Name) | - | - | - | | | - |
| School District 3 (Enter Name) | - | - | - | | | - |
| School District 4 (Enter Name) | - | - | - | | | - |
| School District 5 (Enter Name) | - | - | - | | | - |
| School District 6 (Enter Name) | - | - | - | | | - |
| School District 7 (Enter Name) | - | - | - | | | - |
| School District 8 (Enter Name) | - | - | - | | | - |
| School District 9 (Enter Name) | - | - | - | | | - |
| School District 10 (Enter Name) | - | - | - | | | - |
| School District 11 (Enter Name) | - | - | - | | | - |
| School District 12 (Enter Name) | - | - | - | | | - |
| School District 13 (Enter Name) | - | - | - | | | - |
| School District 14 (Enter Name) | - | - | - | | | - |
| School District 15 (Enter Name) | - | - | - | | | - |
| School District - ALL OTHER | - | - | - | | | - |
| **TOTAL ENROLLMENT** | 112 | 20 | - | | | 132 |
| **REVENUE PER PUPIL** | 11,789 | 15,807 | - | | | 12,398 |
| **EXPENSES PER PUPIL** | 8,014 | 7,902 | - | | | 12,398 |

**DESCRIPTION OF ASSUMPTIONS**

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

| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | 126,719 | 136,983 | 136,983 | 141,383 | 136,983 | 136,983 | 141,383 | 136,983 | 136,983 | 141,383 | 136,986 | 126,719 | 1,636,471 |
| **Total Expenses** | 143,764 | 135,740 | 137,445 | 136,555 | 137,405 | 142,530 | 137,155 | 136,805 | 136,655 | 137,055 | 136,809 | 118,553 | 1,638,471 |
| **Net Income** | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

| | CY Per Pupil Rate | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | | |
| School District 1 (Southwest Key Charter School) | 10,429 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 1,376,628 |
| 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) | 10,429 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 114,719 | 1,376,628 |
| Special Education Revenue | | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 90,000 |
| Grants | | | | | | | | | | | | | | |
| Stimulus | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 122,219 | 1,466,628 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | | | | | | |
| IDEA Special Needs | | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,163 | 14,000 |
| Title I | | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,337 | 40,000 |
| Title Funding - Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School Food Service (Free Lunch) | | - | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,267 | - | 102,643 |
| Grants | | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 4,500 | 14,764 | 14,764 | 14,764 | 14,764 | 14,764 | 14,764 | 14,764 | 14,764 | 14,764 | 14,767 | 4,500 | 156,643 |
| **LOCAL and OTHER REVENUE** | | | | | | | | | | | | | | |
| Contributions and Donations | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | | - | - | - | 4400 | - | - | 4,400 | - | - | 4,400 | - | - | 13,200 |
| Erate Reimbursement | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| OTHER | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | - | - | - | 4,400 | - | - | 4,400 | - | - | 4,400 | - | - | 13,200 |
| **TOTAL REVENUE** | | 126,719 | 136,983 | 136,983 | 141,383 | 136,983 | 136,983 | 141,383 | 136,983 | 136,983 | 141,383 | 136,986 | 126,719 | 1,636,471 |

# Southwest Key Charter School
## PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

| | | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Revenue | | 126,719 | 136,983 | 136,983 | 141,383 | 136,983 | 136,983 | 141,383 | 136,983 | 136,983 | 141,383 | 136,986 | 126,719 | 1,636,471 |
| Total Expenses | | 143,764 | 135,740 | 137,445 | 136,555 | 137,405 | 142,530 | 137,155 | 136,805 | 136,655 | 137,055 | 136,809 | 118,553 | 1,636,471 |
| Net Income | | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |
| Cash Flow Adjustments | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Beginning Cash Balance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Income | | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |
| **EXPENSES** | | | | | | | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No of Positions | | | | | | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Instructional Management | 1.00 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,917 | 7,913 | 95,000 |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,587 | 55,000 |
| Administrative Staff | 2.00 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,413 | 65,000 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,917 | 17,913 | 215,000 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Teachers - Regular | 8.00 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 32,750 | 393,000 |
| Teachers - SPED | 2.00 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 120,000 |
| Substitute Teachers | - | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 4,800 |
| Teaching Assistants | 2.00 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,333 | 5,337 | 64,000 |
| Specialty Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 10.00 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,483 | 48,487 | 581,800 |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | 1.00 | 2667 | 2667 | 2667 | 2667 | 2667 | 2667 | 2667 | 2667 | 2667 | 2667 | 2667 | 2,663 | 32,000 |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,663 | 32,000 |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 15.00 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,067 | 69,063 | 828,800 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | |
| Payroll Taxes | | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,284 | 5,279 | 63,403 |
| Fringe / Employee Benefits | | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,741 | 11,745 | 140,895 |
| Retirement / Pension | | 380 | 380 | 380 | 380 | 380 | 380 | 380 | 380 | 380 | 380 | 380 | 378 | 4,558 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,405 | 17,402 | 208,857 |
| **TOTAL PERSONNEL SERVICE COSTS** | 15.00 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,472 | 86,465 | 1,037,657 |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | - | - | - | - | - | 6000 | 6,000 |
| Legal | | 165 | 165 | 165 | 165 | 165 | 165 | 165 | 165 | 165 | 165 | 165 | 165 | 2,000 |
| Management Company Fee | | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 120,000 |
| Nurse Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | 15,206 | 15,206 | 15,206 | 15,206 | 15,206 | 15,206 | 15,206 | 15,206 | 15,206 | 15,210 | - | 152,064 |
| Payroll Services | | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 163 | 2,000 |
| Special Ed Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 1,385 | 16,620 |
| TOTAL CONTRACTED SERVICES | | 11,717 | 26,923 | 26,923 | 26,923 | 26,923 | 26,923 | 26,923 | 26,923 | 26,923 | 26,923 | 26,927 | 17,733 | 298,684 |
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | | |
| Board Expenses | | - | 250 | - | - | 250 | - | - | 250 | - | - | 250 | - | 1,000 |
| Classroom / Teaching Supplies & Materials | | 11,000 | - | 280 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 13,200 |
| Special Ed Supplies & Materials | | 2,100 | - | 100 | - | 100 | - | 100 | - | 100 | - | - | - | 2,500 |
| Textbooks / Workbooks | | 7,000 | - | - | - | - | 920 | - | - | - | - | - | - | 7,920 |
| Supplies & Materials other | | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 3,600 |
| Equipment / Furniture | | 2,500 | - | 250 | - | - | 250 | - | - | - | - | - | - | 3,000 |
| Telephone | | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 13,200 |
| Technology | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 |
| Student Testing & Assessment | | 3,630 | - | - | - | - | 3,630 | - | - | - | - | - | - | 7,260 |
| Field Trips | | - | - | 825 | 825 | 825 | - | 825 | 825 | 825 | 825 | 825 | - | 6,600 |
| Transportation (student) | | - | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | - | 75,000 |
| Student Services - other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | | 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 | | 2,000 | - | - | - | - | 2,000 | - | - | - | - | - | - | 4,000 |
| Staff Recruitment | | 3,000 | - | - | - | - | - | - | - | - | - | - | - | 3,000 |
| Student Recruitment / Marketing | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School Meals / Lunch | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | - | 2,500 |
| TOTAL SCHOOL OPERATIONS | | 33,880 | 10,650 | 11,855 | 11,465 | 11,815 | 17,440 | 11,565 | 11,715 | 11,565 | 11,465 | 11,715 | 2,650 | 157,780 |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | | |
| Insurance | | 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 |
| Janitorial | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 |
| Building and Land Rent / Lease | | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 75,000 |
| Repairs & Maintenance | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 |
| Equipment / Furniture | | - | - | 500 | - | 500 | - | 500 | - | 500 | - | - | - | 2,000 |
| Security | | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 6,000 |
| Utilities | | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,445 | 3,455 | 41,350 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 11,695 | 11,695 | 12,195 | 11,695 | 12,195 | 11,695 | 12,195 | 11,695 | 12,195 | 11,695 | 12,195 | 11,705 | 142,350 |
| **DEPRECIATION & AMORTIZATION** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL EXPENSES** | | 143,764 | 135,740 | 137,445 | 136,555 | 137,405 | 142,530 | 137,155 | 136,805 | 136,655 | 137,055 | 136,809 | 118,553 | 1,636,471 |
| **NET INCOME** | | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |
| **CASH FLOW ADJUSTMENTS** | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Back Depreciation | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Activities | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Financing Activities | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NET INCOME** | | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |
| **Beginning Cash Balance** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **ENDING CASH BALANCE** | | (17,045) | 1,243 | (462) | 4,828 | (422) | (5,547) | 4,228 | 178 | 328 | 4,328 | 177 | 8,166 | - |

## Southwest Key Charter School

## PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **Total Revenue** | | 1,636,471 | 3,090,668 | 4,595,709 | 6,132,749 | 7,295,534 |
| **Total Expenses** | | 1,636,472 | 3,079,351 | 4,575,733 | 6,087,318 | 7,246,764 |
| **Net Income (Before Cash Flow Adjustments)** | | (0) | 11,317 | 19,976 | 45,431 | 48,770 |
| **Actual Student Enrollment** | | 132 | 248 | 364 | 480 | 560 |
| **Total Paid Student Enrollment** | | 132 | 248 | 364 | 480 | 560 |
| | | **Year 1 2012-13** | **Year 2 2013-14** | **Year 3 2014-15** | **Year 4 2015-16** | **Year 5 2016-17** |
| | | ***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5** | | | | |
| | | **Per Pupil Revenue Percentage Increase** | | | | |
| | | **0.0%** | **0.0%** | **0.0%** | **0.0%** | **0.0%** |
| **REVENUE** | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | | | | | |
| School District 1 (Southwest Key Charter School) | 10,429 | 1,376,628 | 2,638,120 | 3,949,521 | 5,312,322 | 6,321,664 |
| 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) | 10,429 | 1,376,628 | 2,638,120 | 3,949,521 | 5,312,322 | 6,321,664 |
| Special Education Revenue | | 90,000 | 167,400 | 245,700 | 324,000 | 378,000 |
| Grants | | | | | | |
| Stimulus | | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | | - | - | - | - | - |
| Other | | - | - | - | - | - |
| Other | | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | | 1,466,628 | 2,805,520 | 4,195,221 | 5,636,322 | 6,699,664 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | |
| IDEA Special Needs | | 14,000 | 26,303 | 38,606 | 50,909 | 59,394 |
| Title I | | 40,000 | 41,200 | 42,436 | 43,709 | 45,020 |
| Title Funding - Other | | - | - | - | - | - |
| School Food Service (Free Lunch) | | 102,643 | 192,845 | 283,046 | 353,808 | 435,456 |
| Grants | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | - | - | - | - | - |
| Other | | - | - | - | - | - |
| Other | | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 156,643 | 260,348 | 364,088 | 448,426 | 539,870 |
| **LOCAL and OTHER REVENUE** | | | | | | |
| Contributions and Donations | | - | - | - | - | - |
| Fundraising | | 13,200 | 24,800 | 36,400 | 48,000 | 56,000 |
| Erate Reimbursement | | - | - | - | - | - |
| Earnings on Investments | | - | - | - | - | - |
| Interest Income | | - | - | - | - | - |
| Food Service (Income from meals) | | - | - | - | - | - |
| Text Book | | - | - | - | - | - |
| OTHER | | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 13,200 | 24,800 | 36,400 | 48,000 | 56,000 |
| **TOTAL REVENUE** | | 1,636,471 | 3,090,668 | 4,595,709 | 6,132,749 | 7,295,534 |

**DESCRIPTION OF ASSUMPTIONS**

assume a 2% increase per year; 15% of total student population is assumed to be SPED

assume 15% of student population is SPED

estimated

estimated

estimated fund raising activities avg. $100/student

# Southwest Key Charter School

## PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Total Revenue | | 1,636,471 | 3,090,668 | 4,595,709 | 6,132,749 | 7,295,534 |
| Total Expenses | | 1,636,472 | 3,079,351 | 4,575,733 | 6,087,318 | 7,246,764 |
| Net Income (Before Cash Flow Adjustments) | | (0) | 11,317 | 19,976 | 45,431 | 48,770 |
| Actual Student Enrollment | | 132 | 248 | 364 | 480 | 560 |
| Total Paid Student Enrollment | | 132 | 248 | 364 | 480 | 560 |
| | | Year 1 2012-13 | Year 2 2013-14 | Year 3 2014-15 | Year 4 2015-16 | Year 5 2016-17 |
| **EXPENSES** | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No. of Positions | | | | | |
| Executive Management | - | - | | 120,000 | 123,600 | 127,308 |
| Instructional Management | 1.00 | 95,000 | 97,850 | 100,786 | 103,809 | 106,923 |
| Deans, Directors & Coordinators | - | - | 55,000 | 56,650 | 113,300 | 116,600 |
| CFO / Director of Finance | - | - | - | - | 70,000 | 72,100 |
| Operation / Business Manager | 1.00 | 55,000 | 56,650 | 58,350 | 60,100 | 61,903 |
| Administrative Staff | 2.00 | 65,000 | 66,950 | 100,900 | 104,770 | 139,680 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 215,000 | 276,450 | 436,685 | 575,579 | 624,514 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | |
| Teachers - Regular | 8.00 | 393,000 | 754,740 | 1,202,480 | 1,611,220 | 1,917,760 |
| Teachers - SPED | 2.00 | 120,000 | 183,600 | 249,000 | 316,200 | 385,200 |
| Substitute Teachers | - | 1,800 | 7,200 | 10,800 | 16,200 | 24,300 |
| Teaching Assistants | 2.00 | 64,000 | 98,880 | 135,680 | 174,400 | 179,200 |
| Specialty Teachers | 6.00 | - | 180,000 | 365,400 | 556,200 | 752,400 |
| Aides | - | - | - | - | | |
| Therapists & Counselors | - | - | - | - | 55,000 | 110,000 |
| Other | 1.00 | - | 30,000 | 30,900 | 31,827 | 62,782 |
| TOTAL INSTRUCTIONAL | 17.00 | 581,800 | 1,254,420 | 1,994,260 | 2,761,047 | 3,431,842 |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | |
| Nurse | - | - | - | - | - | - |
| Librarian | - | - | - | 28,875 | 29,741 | 30,633 |
| Custodian | 1.00 | 32,000 | 54,000 | 55,620 | 106,200 | 109,260 |
| Security | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 32,000 | 54,000 | 84,495 | 135,941 | 139,893 |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 22.00 | 828,800 | 1,584,870 | 2,515,440 | 3,472,567 | 4,196,050 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | |
| Payroll Taxes | | 63,403 | 121,243 | 192,431 | 265,651 | 320,998 |
| Fringe / Employee Benefits | | 140,896 | 269,428 | 427,625 | 590,336 | 713,328 |
| Retirement / Pension | | 4,558 | 8,717 | 13,835 | 19,099 | 23,078 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 208,858 | 399,387 | 633,891 | 875,087 | 1,057,405 |
| **TOTAL PERSONNEL SERVICE COSTS** | 22.00 | 1,037,658 | 1,984,257 | 3,149,331 | 4,347,654 | 5,253,454 |
| **CONTRACTED SERVICES** | | | | | | |
| Accounting / Audit | | 6,000 | 10,000 | 11,000 | 12,100 | 13,310 |
| Legal | | 2,000 | 4,000 | 4,000 | 4,000 | 4,000 |
| Management Company Fee | | 120,000 | 132,000 | 145,200 | 159,720 | 175,692 |
| Nurse Services | | - | - | - | - | - |
| Food Service / School Lunch | | 152,064 | 294,267 | 444,488 | 602,726 | 722,534 |
| Payroll Services | | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |
| Special Ed Services | | - | - | - | | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 16,620 | 17,119 | 17,632 | 18,161 | 18,706 |
| TOTAL CONTRACTED SERVICES | | 298,684 | 459,445 | 624,442 | 798,893 | 936,493 |
| **SCHOOL OPERATIONS** | | | | | | |
| Board Expenses | | 1,000 | - | - | - | - |
| Classroom / Teaching Supplies & Materials | | 13,200 | 28,098 | 42,442 | 57,552 | 68,992 |
| Special Ed Supplies & Materials | | 2,500 | 9,300 | 13,650 | 18,000 | 21,000 |
| Textbooks / Workbooks | | 7,920 | 15,326 | 23,150 | 31,392 | 37,632 |
| Supplies & Materials other | | 3,600 | 4,500 | 6,750 | 10,125 | 15,188 |
| Equipment / Furniture | | 3,000 | 50,000 | 50,000 | 60,000 | 60,000 |
| Telephone | | 13,200 | 16,380 | 17,199 | 18,059 | 18,962 |
| Technology | | 3,000 | 40,000 | 40,000 | 50,000 | 50,000 |

**DESCRIPTION OF ASSUMPTIONS**

| | |
|---|---|
| Executive Management | add Superintendent/principal in yr 3; COLA 3%/yr |
| Instructional Management | COLA of 3%/yr |
| Deans, Directors & Coordinators | Curriculum coordinators added in yrs 2 and 4; COLA 3% |
| CFO / Director of Finance | Director of Finance; COLA 3% |
| Operation / Business Manager | COLA of 3%/yr |
| Administrative Staff | add an add'l staff person in yrs 3 and 5; COLA 3% |
| Teachers - Regular | yr 1 - 7 teachers; yr 2 - 13 teachers; yr 3 - 20 teachers; yr 4 - 26 teachers; yr 5 - 30 teachers |
| Teachers - SPED | 2 SPED teachers in yr 1; increasing to 3 in yr 2; 4 in yr 3; 5 in yr 4; 6 in yr 5 |
| Substitute Teachers | est $160/day times 30 days in yr 1 with 50% increase in following years |
| Teaching Assistants | yr 1 - 2 TA's; yr 2 - 3 TA's; yr 3 - 4 TA's; yrs 4 and 5 - 5 TA's |
| Specialty Teachers | 3 specialty teachers in yr 2; 6 in yr 3; 9 in yr 4; 12 in yr 5 |
| Other | Counselor added for middle (yr 4) and high sch (yr 5); COLA 3%<br>Parent / Teacher coordinator added in yrs 2 and 5; COLA 3% |
| Librarian | 1 librarian added in yr 3; COLA 3% |
| Custodian | add .5 custodian in yr 2; add handyman in yr 2; add custodian yr 4; COLA 3% |
| Payroll Taxes | 7.65% FICA |
| Fringe / Employee Benefits | Benefits budgeted at 17% |
| Retirement / Pension | retirement contribution |
| Accounting / Audit | est. 10% annual increase |
| Legal | est. to cover minor legal issues |
| Management Company Fee | est. 10% annual increase for budget purposes but actual costs are based on actual costs incurred. |
| Food Service / School Lunch | est. $6.00/student times 192 days in yr 1; assume 3% incr yrs 2-5 |
| Payroll Services | support services |
| Other Purchased / Professional / Consulting | assume a 3% annual increase |
| Classroom / Teaching Supplies & Materials | est. $110/student; assume 3% annual inc |
| Special Ed Supplies & Materials | est. $250/student |
| Textbooks / Workbooks | est. $60/student; assume 3% annual inc |
| Supplies & Materials other | est. $250/mth for computer supplies; assume 50% annual inc |
| Equipment / Furniture | purchase of add'l desks, chairs, smart boards, etc |
| Telephone | est. $1,300/mth; assume 5% annual inc |
| Technology | purchase of add'l computers for labs and teachers to accommodate projected growth |

## Southwest Key Charter School

## PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

| | Year 1 2012-13 | Year 2 2013-14 | Year 3 2014-15 | Year 4 2015-16 | Year 5 2016-17 | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|---|---|---|
| **Total Revenue** | 1,636,471 | 3,090,668 | 4,595,709 | 6,132,749 | 7,295,534 | |
| **Total Expenses** | 1,636,472 | 3,079,351 | 4,575,733 | 6,087,318 | 7,246,764 | |
| **Net Income (Before Cash Flow Adjustments)** | (0) | 11,317 | 19,976 | 45,431 | 48,770 | |
| **Actual Student Enrollment** | 132 | 248 | 364 | 488 | 560 | |
| **Total Paid Student Enrollment** | 132 | 248 | 364 | 488 | 560 | |
| Student Testing & Assessment | 7,260 | 12,772 | 19,292 | 26,160 | 31,360 | est. $50/student; assume 3% annual inc |
| Field Trips | 6,600 | 15,326 | 23,150 | 31,392 | 37,632 | est. $60/student; assume 3% annual inc |
| Transportation (student) | 75,000 | 112,500 | 150,000 | 187,500 | 187,500 | est. $7,500/mth X 10 mths for 2 buses in yr 1, incr 1 bus ea yrs 2 through 4. |
| Student Services - other | - | - | - | - | - | |
| Office Expense | 12,000 | 13,200 | 14,520 | 15,972 | 17,569 | assume 10% annual increase |
| Staff Development | 4,000 | 4,800 | 5,760 | 6,912 | 8,294 | assume 20% annual increase |
| Staff Recruitment | 3,000 | 3,090 | 3,183 | 3,278 | 3,377 | assume 3% annual increase |
| Student Recruitment / Marketing | - | 5,000 | 5,000 | 5,000 | 5,000 | marketing materials, brochures |
| School Meals / Lunch | - | - | - | - | - | |
| Travel (Staff) | - | - | - | - | - | |
| Fundraising | - | - | - | - | - | |
| Other | 2,500 | 3,000 | 3,600 | 4,320 | 5,184 | refreshments for parent meetings |
| TOTAL SCHOOL OPERATIONS | 157,780 | 333,293 | 417,697 | 525,662 | 567,690 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | |
| Insurance | 12,000 | 12,600 | 13,230 | 13,892 | 14,586 | est. $1,000/mth; assume 5% annual inc |
| Janitorial | 3,000 | 3,090 | 6,000 | 6,180 | 9,000 | est. $250/mth in yr 1, with increases in following yrs for projected growth |
| Building and Land Rent / Lease | 75,000 | 200,000 | 250,000 | 250,000 | 300,000 | increase in rent space to accommodate projected growth |
| Repairs & Maintenance | 3,000 | 20,000 | 30,000 | 50,000 | 55,000 | renovations in yr 4 in preparation of adding high sch |
| Equipment / Furniture | 2,000 | 15,000 | 20,000 | 20,000 | 30,000 | purchase of additional desks, chairs, filing cabinets, etc. |
| Security | 6,000 | 6,180 | 15,000 | 20,000 | 20,000 | upgrade security system in yrs 3-5; add enhancements |
| Utilities | 41,350 | 45,485 | 50,034 | 55,037 | 60,541 | assume a 10% annual increase |
| TOTAL FACILITY OPERATION & MAINTENANCE | 142,350 | 302,355 | 384,264 | 415,108 | 489,127 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | |
| **TOTAL EXPENSES** | 1,636,472 | 3,079,351 | 4,575,733 | 6,087,318 | 7,246,764 | |
| **NET INCOME** | (0) | 11,317 | 19,976 | 45,431 | 48,770 | |

## Southwest Key Charter School
## PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

DESCRIPTION OF ASSUMPTIONS

| | | | | | |
|---|---|---|---|---|---|
| **Total Revenue** | 1,636,471 | 3,090,668 | 4,595,709 | 6,132,749 | 7,295,534 |
| **Total Expenses** | 1,636,472 | 3,079,351 | 4,575,733 | 6,087,318 | 7,246,764 |
| **Net Income (Before Cash Flow Adjustments)** | (0) | 11,317 | 19,976 | 45,431 | 48,770 |
| **Actual Student Enrollment** | 132 | 248 | 364 | 480 | 560 |
| **Total Paid Student Enrollment** | 132 | 248 | 364 | 480 | 560 |

| | Year 1 2012-13 | Year 2 2013-14 | Year 3 2014-15 | Year 4 2015-16 | Year 5 2016-17 |
|---|---|---|---|---|---|
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | | |
| School District 1 (Southwest Key Charter School) | 132 | 248 | 364 | 480 | 560 |
| School District 2 (Enter Name) | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - |
| **TOTAL ENROLLMENT** | 132 | 248 | 364 | 480 | 560 |
| **REVENUE PER PUPIL** | 12,398 | 12,462 | 12,626 | 12,777 | 13,028 |
| **EXPENSES PER PUPIL** | 12,398 | 12,417 | 12,571 | 12,682 | 12,941 |

| | | | | | |
|---|---|---|---|---|---|
| **CASH FLOW ADJUSTMENTS** | | | | | |
| OPERATING ACTIVITIES | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - |
| **NET INCOME** | (0) | 11,317 | 19,976 | 45,431 | 48,770 |
| **Beginning Cash Balance** | - | (0) | 11,316 | 31,293 | 76,723 |
| **ENDING CASH BALANCE** | (0) | 11,316 | 31,293 | 76,723 | 125,494 |

southwest key programs

National Headquarters
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Juan José Sánchez, Ed.D.
El Presidente/CEO
Austin, Texas

our mission
*nuestra misión*

Opening doors to opportunity so young people can achieve their dreams.

*Abriendo puertas de oportunidad para que la juventud logre sus sueños.*

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Austin, Texas

March 30, 2011

NYSED Office of Innovative School Models
89 Washington Avenue
Room 475 EBA
Albany, New York 12234

To Whom It May Concern,

On behalf of Southwest Key Programs, Inc., I am very happy to provide this letter of commitment to support future fundraising and development activities for the proposed Southwest Key Charter School throughout the pre-opening period as well as the continued operation of the school. Having been in operation for 24 years, Southwest Key Programs brings with us a wealth of experience and resources in fundraising and development that will certainly support these efforts as they pertain to the Southwest Key Charter School.

We look forward to supporting the efforts of this charter school as it brings innovative and high quality educational opportunities to the youth and families of Buffalo and Lackawanna, New York. Please feel free to contact me directly if you have any questions regarding this letter.

Sincerely,

Juan J. Sánchez, Ed.D.
El Presidente/Chief Executive Officer, Southwest Key Programs

## APPENDIX A

### High School Curriculum (grades 9-12)

Though the Southwest Key Charter School will only serve 9th grade in the 5th year of its initial charter, the entire high school sequence has already been mapped out and will include Advanced Placement classes.

- **English Language Arts:** Students will continue to receive 90 minutes of ELA per day. This will allow students to increase and refine their English language arts knowledge and communication skills. The following outlines the four ELA courses.
  - **English I:** Students will plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will practice all forms of writing—descriptive, persuasive, and expository—with an emphasis placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students will read extensively in multiple genres—stories, dramas, novels and poetry—from world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.
  - **English II:** Students will continue to plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will practice all forms of writing with an emphasis placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing will include responses to literature, reflective essays, and autobiographical narratives. Students will read extensively in multiple genres—stories, dramas, novels and poetry—from world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.
  - **English III:** Students will continue to plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will practice all forms of writing with an emphasis placed on business forms of writing such as reports, business memos, narratives of a procedure, summaries or abstracts, and resumes. Students will read extensively in multiple genres from American literature, including the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century, and other world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.
  - **English IV:** Student will continue to plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will write in a variety of forms, including business, personal, literary, and persuasive texts. Students will read extensively in multiple genres from British literature, including the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period, and other world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

- **Math:** Students will continue to receive 90 minutes of math per day. The following outlines the planned mathematics sequence courses.
  - **Geometry:** Students will continue to focus on foundation concepts, such as the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Students will study properties and relationships having to do with size, shape, location, direction, and orientation of geometric figures of zero, one, two and three dimensions and the relationships among them. Students will recognize the connection between geometry and the real and mathematical worlds and use geometric ideas, relationships, and properties to solve problems. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities, data collection devices, and computers) to solve meaningful problems by representing and transforming figures and analyzing relationships. Students will continually use problem-solving, language and communication, connections within and outside of mathematics, and reasoning (justification and proof) and use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.
  - **Algebra II:** Students will study algebraic concepts and the relationships among them, including the role that symbolic reasoning plays in algebra. Students will study functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. Students will understand the relationship between algebra and geometry and use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities, data collection devices, and computers) to model mathematical situations to solve meaningful problems. Students will continually use problem-solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics and use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.
  - **Pre-calculus:** Students will use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students will use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. Students will continually use problem-solving, language and communication, connections within and outside of mathematics, and reasoning (justification and proof) and use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.
  - **Calculus:** The school will use the curriculum for AP Calculus (AB and BC) developed by The College Board for its calculus class. Students will understand functions, graphs and limits; derivatives; integrals; and polynomial approximations and series (BC only).

## APPENDIX A

- **Science:** High school students will take four (4) years of science. The following is the planned sequence:
  - **Biology:** Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Students will understand that all systems have basic properties that can be described in terms of space, time, energy, and matter, and that change and constancy occur in systems and can be observed and measured as patterns, which help to predict what will happen next and can change over time. Students will understand that certain types of questions can be answered by investigations, and that models of objects and events are tools for understanding the natural world and can show how systems work.
  - **Chemistry:** Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will understand that all systems have basic properties that can be described in terms of space, time, energy, and matter, and that change and constancy occur in systems and can be observed and measured as patterns, which help to predict what will happen next and can change over time. Students will understand that certain types of questions can be answered by investigations, and that models of objects and events are tools for understanding the natural world and can show how systems work.
  - **Physics:** Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. Students will understand that all systems have basic properties that can be described in terms of space, time, energy, and matter, and that change and constancy occur in systems and can be observed and measured as patterns, which help to predict what will happen next and can change over time. Students will understand that certain types of questions can be answered by investigations, and that models of objects and events are tools for understanding the natural world and can show how systems work.
  - **AP Biology II, AP Chemistry II or AP Physics B or C:** The school will use the curriculum for AP Biology, AP Chemistry, or AP Physics B or C developed by The College Board for its senior science class. Students taking AP Biology will understand molecules and cells; heredity and evolution; and organisms and populations. Students taking AP Chemistry will understand structures of matter; states of matter; reactions; descriptive chemistry; and laboratory procedures. Students taking AP Physics will understand Newtonian mechanics; electricity and magnetism; mechanics and thermal physics (B only); and waves and optics (B only).

- **Social Studies:** High school students will take a four year series of social studies courses that prepare them for the Global and U.S. History Regents exams.
  - **Geography:** Students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students will describe the influence of geography on events of the past and present. Students will study the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students will analyze how location affects economic activities in different economic systems throughout the world. Students will identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students will compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment, and will use problem solving and decision making skills to ask and answer geographic questions. Students will be exposed to a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, sketches, and diagrams.
  - **World History:** Students will be given an overview of the history of humankind, with the major emphasis on the study of significant people, events, and issues from the earliest times to the present. Students will identify traditional historical points of reference in world history as they analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students will examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students will analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students will trace the historical development of important legal and political concepts and examine the history and impact of major religious and philosophical traditions. Students will analyze the connections between major developments in science and technology and the growth of industrial economies and use the process of historical inquiry to research, interpret, and use multiple sources of evidence. Students will be exposed to a variety of rich primary and secondary source material such as biographies and autobiographies, novels, speeches, letters, poetry, songs, artwork, and other resources from museums, art galleries, and historical sites.
  - **U. S. History:** Students will study the history of the United States from Reconstruction to the present with historical content focusing on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students will examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will describe the relationship between the arts and the times during which they were created and analyze the impact of technological innovations on the American labor movement. Students will use critical thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context. Students will be exposed to a variety of rich primary and

secondary source material such as biographies and autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, artwork, and other resources from museums, historical sites, presidential libraries, and local and state preservation societies.

- **U.S. Government:** Students will focus on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students will study major political ideas and forms of government in history, with a significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students will identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students will analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students will examine the relationship between governmental policies and the culture of the United States. Students will be exposed to a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court, biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues.
- **Economics:** Students will focus on the basic principles concerning production, consumption, and distribution of goods and services in the United States and compare those with other countries around the world. Students will examine the rights and responsibilities of consumers and businesses, and analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Students will understand the impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy. Students will apply critical thinking skills to create economic models and to evaluate economic activity patterns.

# APPENDIX B

## Sample Promotion Standards

Provided below are sample promotion standards for 5th and 8th grade, the terminal grades of the elementary and middle school programs, respectively.

**Grade 5:** Students will be expected to demonstrate mastery of the following standards by the end of elementary school:

### Language Arts Skills

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content. Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Read with sufficient accuracy and fluency to support comprehension.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Literature and Informational Text

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- Determine two or more main ideas of informational text and explain how they are supported by key details.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Describe how a narrator's or speaker's point of view influences how events are described. Recognize and describe how an author's background and culture affect his or her perspective.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. Self-select text to develop personal preferences regarding favorite authors. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

**Writing**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Speaking and Listening**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Mathematics**

- Write and interpret numerical expressions: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- Analyze patterns and relationships: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
- Understand the place value system: Read, write, and compare decimals to thousandths. Use place value understanding to round decimals to any place.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions: Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
- Convert like measurement units within a given measurement system:
- Represent and interpret data: Make a line plot to display a data set of measurements in fractions of a unit.
- Geometric measurement: Recognize volume as an attribute of solid figures and understand concepts of volume measurement. Measure volumes by counting unit cubes.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

**Grade 8:** Students will be expected to demonstrate mastery of the following standards and be prepared to take the Integrated Algebra Regents exam by the end of middle school:

**Language Arts Skills**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Literature and Informational Text**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Writing**

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## APPENDIX B

**Speaking and Listening**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Mathematics**

- Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions
- Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations. Perform operations with numbers expressed in scientific notation.
- Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions. Compare properties of two functions each represented in a different way.
- Use functions to model relationships between quantities. Describe qualitatively the functional relationship between two quantities by analyzing a graph.
- Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data. Use the equation of a linear model to solve problems in the context of bivariate measurement data.

# Appendix C
# Southwest Key Programs
# Proposed Charter School Site
# 82 Harrison Street
# Buffalo, New York

Front of Building

Rear Yard Area

**Southwest Key Programs**
**Proposed Charter School Site**
**82 Harrison Street**
**Buffalo, New York**

Auditorium

Hallway

# APPENDIX D
# SOUTHWEST KEY CHARTER SCHOOL
# PROPOSED STAFFING PLAN
# FOR TEACHING/INSTRUCTIONAL STAFF

| Proposed Projected Teacher/Staff Table | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grades | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | |
| | Teacher | TA | Teacher | TA | Teacher | TA | Teacher | TA | Teacher | TA |
| K | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| 1st | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| 2nd | | | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| 3rd | | | | | 2 | 1 | 2 | 1 | 2 | 1 |
| 4th | | | | | | | 2 | 1 | 2 | 1 |
| 5th | 3 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 |
| | All Teachers | | All Teachers | | All Teachers | | All Teachers | | All Teachers | |
| 6th | | | 7 | | 7 | | 7 | | 7 | |
| 7th | | | | | 7 | | 7 | | 7 | |
| 8th | | | | | | | 7 | | 7 | |
| 9th | | | | | | | | | 7 | |
| 10th | | | | | | | | | | |
| 11th | | | | | | | | | | |
| 12th | | | | | | | | | | |
| Spec Ed | 2 | | 3 | | 4 | | 5 | | 6 | |
| Totals | 9 | 2 | 20 | 3 | 30 | 4 | 40 | 5 | 48 | 5 |

# APPENDIX E

## PRE-OPENING PLAN

The following pre-opening plan assumes the charter is approved in September 2011 and the school opens in September 2012.

FG = Founding Group; BOT = Board of Trustees; SL = School Leader; SWK = Southwest Key Programs

| Action | Start Date | Complete Date | Responsibility* | Required Resources |
|---|---|---|---|---|
| **Facilities** | | | | |
| Develop facility specifications | 1/11 | 3/11 | FB | Education expertise |
| Identify potential school sites | 3/11 | 9/11 | FB/BOT | Real estate expertise |
| Secure planning year offices | 9/11 | 12/11 | BOT | Real estate expertise |
| Conduct inspections and select site | 10/11 | 2/12 | BOT | Real estate and school design expertise |
| Secure financing | 10/11 | 2/12 | Finance Cmte | Business, banking and charter school finance expertise |
| Negotiate and sign lease or mortgage | 3/12 | 4/12 | BOT | Real estate and banking expertise |
| Request and issue bids for renovation | 4/12 | 4/12 | SL (BOT approves large contracts) | Model RFPs |
| Conduct renovations | 5/12 | 6/12 | SL | Contractor management expertise |
| Acquire and install equipment and furniture | 5/12 | 7/12 | SL | Asset monitoring system |
| Secure custodial and security services | 5/12 | 7/12 | SL | |
| Secure phone and internet services | 5/12 | 7/12 | SL | |
| Move into school building | 7/12 | 7/12 | AL | Movers |
| Secure certificate of occupancy and approval to open | 7/12 | 8/12 | SL | Pre-opening checklist |
| **Student Enrollment** | | | | |
| Develop recruitment plan | 3/11 | 9/11 | FG | Community data, contact information |
| Run marketing campaign | 10/11 | 4/12 | FG | Marketing expertise |
| Host information sessions | 2/12 | 4/12 | SL | Space |
| Conduct enrollment lottery | 4/12 | 4/12 | SL | Space, lottery procedures |
| Send admission/wait list letters | 4/12 | 4/12 | SL | Contact information |
| Request and obtain student records | 5/12 | 8/12 | SL | Permission forms |
| Conduct orientation meetings | 6/12 | 8/12 | SL | Space |
| Confirm attendance/replace from waitlist | 8/12 | 8/12 | SL | |
| **Staffing** | | | | |
| Recruit and hire start-up staff/consultants | 10/11 | 1/12 | BOT | Start-up expertise |
| Recruit and hire School Director | 9/11 | 1/12 | BOT | Interview protocols |
| Develop staff job descriptions | 1/12 | 2/12 | SL | Sample descriptions |
| Develop personnel policies and contracts | 1/12 | 4/12 | SL (approved by BOT) | Sample policies, legal expertise |
| Research and negotiate benefits | 1/12 | 4/12 | SL | |
| Recruit and hire faculty and other staff | 3/12 | 7/12 | SL | Interview protocols |
| Develop staff handbook | 3/12 | 7/12 | SL | Handbook examples |

| | | | | |
|---|---|---|---|---|
| Create professional development plan | 3/12 | 8/12 | SL | |
| Design and conduct staff orientation | 5/12 | 8/12 | SL | External presenters, curriculum materials |
| **Board of Trustees** | | | | |
| Recruit additional board members | 9/11 | 1/12 | BOT | |
| Develop and adopt by-laws | 3/11 | 9/11 | BOT | Legal expertise |
| Develop board job descriptions | 3/11 | 3/11 | BOT | Examples |
| Establish leadership and committees | 3/11 | 9/11 | BOT | |
| Establish meeting schedule and procedures | 3/11 | 10/11 | BOT | School and member schedules |
| Conduct board training | 9/11 | 8/12 | BOT | |
| Approve policies and school goals | 10/11 | 7/12 | BOT | |
| Recruit and hire School Director | 10/11 | 1/12 | BOT | |
| Create evaluation process and establish performance goals for School Leader | 1/12 | 4/12 | BOT | Sample evaluation processes |
| Develop board performance goals | 1/12 | 1/12 | BOT | |
| **Transportation** | | | | |
| Define transportation needs | 1/12 | 4/12 | SL | School location |
| Discuss transportation with district | 4/12 | 4/12 | SL | |
| Determine transportation arrangements | 5/12 | 7/12 | SL | |
| Coordinate transportation with parents | 7/12 | 8/12 | SL | |
| **Food Services** | | | | |
| Define requirements | 3/12 | 5/12 | SL | Facility resources |
| Develop policies | 3/12 | 5/12 | SL | Sample policies |
| Issue RFP and select vendor(s) | 5/12 | 8/12 | SL | |
| Identify free/reduced eligible students | 7/12 | 8/12 | SL | |
| **Curriculum** | | | | |
| Research curriculum programs and materials | 1/12 | 4/12 | SL | Sample curricula |
| Purchase curriculum materials and textbooks | 4/12 | 7/12 | SL | |
| Establish educational partnerships | 1/12 | 7/12 | SL | |
| Develop grade level benchmarks | 5/12 | 7/12 | SL | |
| Create scope and sequences | 6/12 | 8/12 | SL | East Austin Prep curriculum resources |
| Conduct staff training | 8/12 | 8/12 | SL | Curriculum trainers |
| **Assessment** | | | | |
| Research assessment programs | 1/12 | 4/12 | SL | Sample assessments |
| Select and purchase assessments | 5/12 | 7/12 | SL | |
| Develop assessment calendar | 3/12 | 6/12 | SL | |
| Develop 6-week benchmark assessments | 6/12 | 8/12 | SL | Exemplars |
| Create data analysis tools | 7/12 | 8/12 | SL | |
| Conduct staff training | 8/12 | 8/12 | SL | |
| **Technology** | | | | |
| Define needs and develop technology plan | 1/12 | 3/12 | SL | |
| Issue RFP and select vendor(s) | 3/12 | 6/12 | SL (BOT approves large contracts | Sample RFPs |
| Install server and network | 6/12 | 7/12 | SL | Facility access |
| Implement data management system | 6/12 | 8/12 | SL | |
| Install classroom equipment | 7/12 | 8/12 | SL | Facility access |
| Conduct staff training | 8/12 | 8/12 | SL | |

# APPENDIX E

| | | | | |
|---|---|---|---|---|
| **At-Risk Students** | | | | |
| Identify students with disabilities and obtain IEPs from previous schools | 5/12 | 7/12 | SL | |
| Review IEPs, determine mandated services | 6/12 | 8/12 | SL | |
| Administer home language survey and LAB-R as needed | 6/12 | 8/12 | SL | |
| Establish relationship with Committees on Special Education (CSEs) | 6/12 | 8/12 | SL | |
| Identify and retain service providers | 6/12 | 8/12 | SL | |
| Purchase instructional materials | | | SL | |
| **Health & Safety** | | | | |
| Create record keeping and reporting systems | 5/12 | 8/12 | SL | |
| Request, collect and review medical forms | 5/12 | 8/12 | SL | |
| Adopt health, safety, fire policies | 6/12 | 7/12 | SL | |
| Coordinate health and safety inspections | 7/12 | 8/12 | SL | |
| Conduct first aid training | 7/12 | 8/12 | SL | |
| Develop health and safety handbook | 7/12 | 8/12 | SL | |
| Inform faculty of student health risks | 7/12 | 8/12 | SL | |
| **School Culture** | | | | |
| Set school calendar and daily schedule | 3/12 | 6/12 | | |
| Adopt code of conduct and discipline policy | 3/12 | 7/12 | BOT | |
| Develop school-wide routines and procedures | 2/12 | 8/12 | SL | |
| Develop service learning program | 3/12 | 8/12 | SL | |
| Create student/family handbook | 3/12 | 7/12 | SL | |
| Conduct family orientations | 7/12 | 8/12 | SL | |
| **Finance & Budget** | | | | |
| Appoint Board Treasurer | 3/11 | 3/11 | BOT | Job description |
| Create and adopt budget | 3/11 | 5/12 | BOT | |
| Develop and adopt fiscal policies | 9/12 | 2/12 | BOT | Sample policies |
| Establish financial management and accounting systems | 1/12 | 5/12 | SL | |
| Secure banking services | 1/12 | 3/12 | SL | |
| Negotiate and secure insurance | 1/12 | 3/12 | SL | |
| Establish payroll systems | 1/12 | 3/12 | SL | |
| Develop financial reporting systems | 1/12 | 3/12 | SL | Sample reports |
| **Fundraising** | | | | |
| Establish 501c3 | 9/11 | 1/12 | SWK | |
| Create development plan and guidelines | 9/12 | 12/11 | BOT | |
| Assign responsibilities | 12/11 | 2/12 | BOT | |
| Secure public/private grant money | 10/11 | 6/12 | SL | |
| Submit E-rate application | 2/12 | 4/12 | SL | |
| Secure donations from individuals | 10/11 | 6/12 | BOT | |
| **Community Engagement** | | | | |
| Identify key stakeholders | 3/11 | 3/11 | FG | |
| Attend district school board meetings | 3/11 | 8/12 | BOT/SL | |
| Meet with local school leaders | 9/11 | 8/12 | BOT/SL | |
| Meet with CBO and church leaders | 9/11 | 8/12 | BOT/SL | |
| Establish website | 10/11 | 1/12 | BOT/SL | Domain name |