



Entry 1 School Information

Last updated: 07/27/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# TAPESTRY CS (SUNY Trustees)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER SUNY Authorized Charter School

(For technical reasons, please re select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION Buffalo

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	65 Great Arrow Dr Buffalo, NY 14216	[REDACTED]	[REDACTED]	

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Eric Klapper
Title	Executive Director
Emergency Phone Number (### ### ####)	[REDACTED]

e. SCHOOL WEB ADDRESS (URL) <https://tapestryschool.org/>

f. DATE OF INITIAL CHARTER 08/2001

g. DATE FIRST OPENED FOR INSTRUCTION 09/2001

i. TOTAL ENROLLMENT ON JUNE 30, 2017 826

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No


11. FACILITIES

Does the school maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	65 Great Arrow Buffalo, NY 14216		BUFFALO CITY SD	K 12	Yes	Own
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Eric Klapper	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader				
Compliance Contact				
Complaint Contact				

m1. Is the school or are the school sites co-located? No

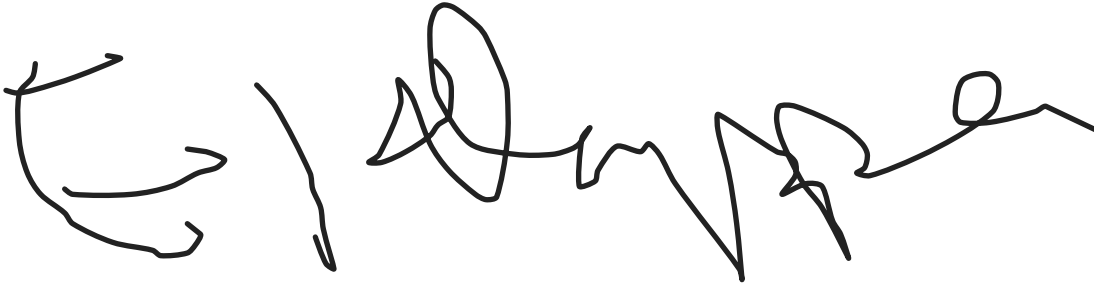
n1. Were there any revisions to the school’s charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report. Eric Klapper Executive Director

p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of two intersecting diagonal lines forming an 'X' shape.

Date

2017/07/28

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/27/2017

1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/profile.php?instid=800000052433>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



Entry 4 Expenditures per Child

Last updated: 07/27/2017

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	11333326
Line 2: Year End FTE student enrollment	814
Line 3: Divide Line 1 by Line 2	13923

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016 17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	922772
Line 2: Management and General Cost (Column)	694945
Line 3: Sum of Line 1 and Line 2	1617717
Line 5: Divide Line 3 by the Year End FTE student enrollment	1987

Thank you.



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions




Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Tapestry Charter School

SCHOOL

Name:	Tapestry Charter School
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CONTACT INFORMATION

Contact Name:	Lisa M. Kirisits
Contact Title:	CFO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2017-18
Prior Academic Year:	2016-17

PLAN - FULL TIME EQUIVALENT

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.

ADMINISTRATIVE PERSONNEL FTE	ADMINISTRATIVE PERSONNEL FTE
Executive Management	Executive Management
Instructional Management	Instructional Management
Deans, Directors & Coordinators	Deans, Directors & Coordinators
CFO / Director of Finance	CFO / Director of Finance
Operation / Business Manager	Operation / Business Manager
Administrative Staff	Administrative Staff
TOTAL ADMINISTRATIVE STAFF	TOTAL ADMINISTRATIVE STAFF

PRIOR YEAR
2016-17
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
3.0		3.0		3.0		3.0	
6.0		6.0		6.0		6.0	
1.0		1.0		1.0		1.0	
1.0		1.0		1.0		1.0	
8.0		8.0		8.0		8.0	
19.0	0.0	19.0	0.0	19.0	0.0	19.0	0.0

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

PRIOR YEAR
2016-17
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
49.0		49.0		49.0		49.0	
13.0		13.0		13.0		13.0	
2.0		2.0		2.0		2.0	
14.0		14.0		14.0		14.0	
18.0		18.0		18.0		18.0	
5.0		5.0		5.0		5.0	
4.0		4.0		4.0		4.0	
1.0		1.0		1.0		1.0	
106.0	0.0	106.0	0.0	106.0	0.0	106.0	0.0

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

PRIOR YEAR
2016-17
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
2.0		2.0		2.0		2.0	
2.0		2.0		2.0		2.0	
3.0		3.0		3.0		3.0	
10.0		10.0		10.0		10.0	
17.0	0.0	17.0	0.0	17.0	0.0	17.0	0.0

TOTAL PERSONNEL SERVICE FTE	TOTAL PERSONNEL SERVICE FTE
0.0	0.0

0.0

142.0	0.0	142.0	0.0	142.0	0.0	142.0	0.0
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**TAPESTRY CHARTER SCHOOL
2017-18**

PLAN - FULL TIME EQUIVALENT

***NOTE:** Enter the number of FTE positions in the "blue" cells.

Id be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE		Description of Assumptions
	Q4	
	Actual	
Executive Management		
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		
TOTAL ADMINISTRATIVE STAFF	0.0	

INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	Q4	
	Actual	
Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		
TOTAL INSTRUCTIONAL	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	Q4	
	Actual	
Nurse		
Librarian		
Custodian		
Security		
Other		
TOTAL NON-INSTRUCTIONAL	0.0	

TOTAL PERSONNEL SERVICE FTE	0.0	
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		TAPESTRY CHARTER SCHOOL Budget / Operating Plan 2017-18						
Total Revenue	-	1,351,052	-	-	3,958,656	-	-	3,958,656
Total Expenses	-	2,353,672	-	-	3,530,580	-	-	3,530,580
Net Income	-	(1,002,620)	-	-	428,076	-	-	428,076
Actual Student Enrollment	-	892	-	-	892	-	-	892
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2016-17 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other		<u>920</u>		-	<u>2,760</u>		-	<u>2,760</u>
TOTAL REVENUE FROM FEDERAL SOURCES	-	29,385	-	-	88,155	-	-	88,155
LOCAL and OTHER REVENUE								
Contributions and Donations		37,500		-	37,500		-	37,500
Fundraising		2,800		-	8,400		-	8,400
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income		624		-	624		-	624
Food Service (Income from meals)		33,640		-	100,920		-	100,920
Text Book				-			-	
OTHER		<u>15,547</u>		-	<u>28,389</u>		-	<u>28,389</u>
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	90,111	-	-	175,833	-	-	175,833
TOTAL REVENUE	-	1,351,052	-	-	3,958,656	-	-	3,958,656

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan
2017-18

Total Revenue	-	1,351,052	-	-	3,958,656	-	-	3,958,656
Total Expenses	-	2,353,672	-	-	3,530,580	-	-	3,530,580
Net Income	-	(1,002,620)	-	-	428,076	-	-	428,076
Actual Student Enrollment	-	892	-	-	892	-	-	892
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2016-17	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No.
of Positions

Executive Management	3.00	77,343		-	77,343		-	77,343
Instructional Management	6.00	100,512		-	100,512		-	100,512
Deans, Directors & Coordinators	1.00	13,134		-	13,134		-	13,134
CFO / Director of Finance	1.00	22,659		-	22,659		-	22,659
Operation / Business Manager	-			-			-	
Administrative Staff	8.00	88,518		-	88,518		-	88,518
TOTAL ADMINISTRATIVE STAFF	19.00	302,166	-	-	302,166	-	-	302,166

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	49.00	262,043		-	786,129		-	786,129
Teachers - SPED	13.00	62,943		-	188,829		-	188,829
Substitute Teachers	2.00	16,377		-	49,131		-	49,131
Teaching Assistants	14.00	36,209		-	108,627		-	108,627
Specialty Teachers	18.00	106,479		-	319,437		-	319,437
Aides	5.00			-			-	
Therapists & Counselors	4.00	57,027		-	57,027		-	57,027
Other	1.00	18,230		-	32,922		-	32,922
TOTAL INSTRUCTIONAL	106.00	559,308	-	-	1,542,102	-	-	1,542,102

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	2.00	20,547		-	20,547		-	20,547
Librarian	2.00	16,311		-	25,173		-	25,173
Custodian	3.00	20,577		-	20,577		-	20,577
Security	-			-			-	
Other	10.00	19,807		-	59,421		-	59,421
TOTAL NON-INSTRUCTIONAL	17.00	77,242	-	-	125,718	-	-	125,718

SUBTOTAL PERSONNEL SERVICE COSTS

		938,716	-	-	1,969,986	-	-	1,969,986
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		162,897		-	162,897		-	162,897
Fringe / Employee Benefits		117,825		-	117,825		-	117,825

		TAPESTRY CHARTER SCHOOL Budget / Operating Plan 2017-18							
Total Revenue		-	1,351,052	-	-	3,958,656	-	-	3,958,656
Total Expenses		-	2,353,672	-	-	3,530,580	-	-	3,530,580
Net Income		-	(1,002,620)	-	-	428,076	-	-	428,076
Actual Student Enrollment		-	892	-	-	892	-	-	892
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		2016-17 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension			162,372		-	162,372		-	162,372
TOTAL PAYROLL TAXES AND BENEFITS		-	443,094	-	-	443,094	-	-	443,094
TOTAL PERSONNEL SERVICE COSTS			1,381,810	-	-	2,413,080	-	-	2,413,080
CONTRACTED SERVICES									
Accounting / Audit			27,500		-	27,500		-	27,500
Legal			5,000		-	5,000		-	5,000
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services					-			-	
Special Ed Services			4,000		-	12,000		-	12,000
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			88,854		-	88,854		-	88,854
TOTAL CONTRACTED SERVICES		-	125,354	-	-	133,354	-	-	133,354

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan
2017-18

	-	1,351,052	-	-	3,958,656	-	-	3,958,656
Total Revenue	-	2,353,672	-	-	3,530,580	-	-	3,530,580
Total Expenses	-	(1,002,620)	-	-	428,076	-	-	428,076
Net Income	-	892	-	-	892	-	-	892
Actual Student Enrollment								
	Prior Year Actual 2016-17 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
SCHOOL OPERATIONS								
Board Expenses		4,674		-	4,674		-	4,674
Classroom / Teaching Supplies & Materials		20,316		-	20,316		-	20,316
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		4,149		-	4,149		-	4,149
Supplies & Materials other		11,864		-	35,592		-	35,592
Equipment / Furniture				-			-	
Telephone		8,751		-	8,751		-	8,751
Technology		18,546		-	55,638		-	55,638
Student Testing & Assessment		4,000		-	12,000		-	12,000
Field Trips		11,121		-	33,363		-	33,363
Transportation (student)		1,638		-	4,914		-	4,914
Student Services - other		7,512		-	22,536		-	22,536
Office Expense		17,830		-	19,038		-	19,038
Staff Development		13,302		-	13,302		-	13,302
Staff Recruitment		3,750		-	3,750		-	3,750
Student Recruitment / Marketing		6,249		-	6,249		-	6,249
School Meals / Lunch		17,904		-	53,712		-	53,712
Travel (Staff)				-			-	
Fundraising		5,001		-	5,001		-	5,001
Other		52,950		-	44,210		-	44,210
TOTAL SCHOOL OPERATIONS	-	209,557	-	-	347,195	-	-	347,195
FACILITY OPERATION & MAINTENANCE								
Insurance		31,509		-	31,509		-	31,509
Janitorial		6,759		-	6,759		-	6,759
Building and Land Rent / Lease / Facility Finance Interest		393,399.00		-	393,399.00		-	393,399.00
Repairs & Maintenance		6,894		-	6,894		-	6,894
Equipment / Furniture				-			-	
Security				-			-	
Utilities		24,141		-	24,141		-	24,141
TOTAL FACILITY OPERATION & MAINTENANCE	-	462,702	-	-	462,702	-	-	462,702
DEPRECIATION & AMORTIZATION		174,249		-	174,249		-	174,249
RESERVES / CONTINGENCY				-			-	

		TAPESTRY CHARTER SCHOOL Budget / Operating Plan 2017-18						
Total Revenue	-	1,351,052	-	-	3,958,656	-	-	3,958,656
Total Expenses	-	2,353,672	-	-	3,530,580	-	-	3,530,580
Net Income	-	(1,002,620)	-	-	428,076	-	-	428,076
Actual Student Enrollment	-	892	-	-	892	-	-	892
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2016-17 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
TOTAL EXPENSES	-	2,353,672	-	-	3,530,580	-	-	3,530,580
NET INCOME	-	(1,002,620)	-	-	428,076	-	-	428,076

		TAPESTRY CHARTER SCHOOL Budget / Operating Plan 2017-18							
Total Revenue	-	1,351,052	-	-	3,958,656	-	-	3,958,656	
Total Expenses	-	2,353,672	-	-	3,530,580	-	-	3,530,580	3rd C
Net Income	-	(1,002,620)	-	-	428,076	-	-	428,076	
Actual Student Enrollment	-	892	-	-	892	-	-	892	
	Prior Year Actual 2016-17 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q	
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*									
Number of Districts:	-	1	-	-	1	-	-	1	
BUFFALO CITY SD	-	892	-	-	892	-	-	892	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
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-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	
TOTAL ENROLLMENT	-	892	-	-	892	-	-	892	
REVENUE PER PUPIL	-	1,515	-	-	4,438	-	-	4,438	
EXPENSES PER PUPIL	-	2,639	-	-	3,958	-	-	3,958	

Total Revenue	-	-	3,958,656	-	-
Total Expenses	-	-	3,530,575	-	-
Net Income	-	-	428,081	-	-
Actual Student Enrollment	-	-	892	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		-	<u>2,760</u>		-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	88,155	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	37,500		-
Fundraising		-	8,400		-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	628		-
Food Service (Income from meals)		-	100,920		-
Text Book		-			-
OTHER		-	<u>28,385</u>		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	175,833	-	-
TOTAL REVENUE	-	-	3,958,656	-	-

Total Revenue		-	-	3,958,656	-
Total Expenses		-	-	3,530,575	-
Net Income		-	-	428,081	-
Actual Student Enrollment		-	-	892	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget
				Variance	
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions			
Executive Management	3.00		-	77,341	-
Instructional Management	6.00		-	100,524	-
Deans, Directors & Coordinators	1.00		-	13,128	-
CFO / Director of Finance	1.00		-	22,663	-
Operation / Business Manager	-		-		-
Administrative Staff	8.00		-	88,506	-
TOTAL ADMINISTRATIVE STAFF	19.00	-	-	302,162	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	49.00		-	786,129	-
Teachers - SPED	13.00		-	188,829	-
Substitute Teachers	2.00		-	49,131	-
Teaching Assistants	14.00		-	108,627	-
Specialty Teachers	18.00		-	319,437	-
Aides	5.00		-		-
Therapists & Counselors	4.00		-	57,009	-
Other	1.00		-	32,726	-
TOTAL INSTRUCTIONAL	106.00	-	-	1,541,888	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	2.00		-	20,539	-
Librarian	2.00		-	25,173	-
Custodian	3.00		-	20,569	-
Security	-		-		-
Other	10.00		-	59,421	-
TOTAL NON-INSTRUCTIONAL	17.00	-	-	125,702	-
SUBTOTAL PERSONNEL SERVICE COSTS		-	-	1,969,752	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			-	162,899	-
Fringe / Employee Benefits			-	117,825	-

Total Revenue		-	-	3,958,656	-	-
Total Expenses		-	-	3,530,575	-	-
Net Income		-	-	428,081	-	-
Actual Student Enrollment		-	-	892	-	-
		Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Retirement / Pension			-	<u>162,374</u>		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	443,098	-	-
TOTAL PERSONNEL SERVICE COSTS						
	142.00	-	-	2,412,850	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	27,500		-
Legal			-	5,000		-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-			-
Payroll Services			-			-
Special Ed Services			-	12,000		-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			-	<u>88,858</u>		-
TOTAL CONTRACTED SERVICES		-	-	133,358	-	-

Total Revenue	-	-	3,958,656	-	-
Total Expenses	-	-	3,530,575	-	-
Net Income	-	-	428,081	-	-
Actual Student Enrollment	-	-	892	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-	4,678		-
Classroom / Teaching Supplies & Materials		-	20,312		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	4,153		-
Supplies & Materials other		-	35,589		-
Equipment / Furniture		-			-
Telephone		-	8,747		-
Technology		-	55,638		-
Student Testing & Assessment		-	12,000		-
Field Trips		-	33,363		-
Transportation (student)		-	4,914		-
Student Services - other		-	22,536		-
Office Expense		-	19,034		-
Staff Development		-	13,294		-
Staff Recruitment		-	3,750		-
Student Recruitment / Marketing		-	6,253		-
School Meals / Lunch		-	53,707		-
Travel (Staff)		-			-
Fundraising		-	4,997		-
Other		-	<u>44,444</u>		-
TOTAL SCHOOL OPERATIONS	-	-	347,409	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	31,503		-
Janitorial		-	6,763		-
Building and Land Rent / Lease / Facility Finance Interest		-	393,402.00		-
Repairs & Maintenance		-	6,898		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-	<u>24,139</u>		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	462,705	-	-
DEPRECIATION & AMORTIZATION		-	174,253		-
RESERVES / CONTINGENCY		-			-

Total Revenue	-	-	3,958,656	-	-
Total Expenses	-	-	3,530,575	-	-
Net Income	-	-	428,081	-	-
Actual Student Enrollment	-	-	892	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL EXPENSES	-	-	<u>3,530,575</u>	-	-
NET INCOME	-	-	<u>428,081</u>	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
	Total Revenue	-	-	3,958,656	-
Total Expenses	-	-	3,530,575	-	-
Net Income	-	-	428,081	-	-
Actual Student Enrollment	-	-	892	-	-
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
BUFFALO CITY SD	-	-	892	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	=	=	892	=	=
REVENUE PER PUPIL	=	=	4,438	=	=
EXPENSES PER PUPIL	-	-	3,958	-	-

		TAPESTRY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2017-18		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		13,227,020	13,227,020	-	13,227,020	13,227,020	
Total Expenses		12,945,407	12,945,407	-	(12,945,407)	(12,945,407)	
Net Income		281,613	281,613	-	281,613	281,613	
Actual Student Enrollment							
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		2017-18 Per Pupil Rate					
BUFFALO CITY SD	13,005	11,600,460	11,600,460	-	11,600,460	11,600,460	892 students
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,005	11,600,460	11,600,460	-	11,600,460	11,600,460	
Special Education Revenue		715,100	715,100	-	715,100	715,100	72 @ 0.9 level of funding + \$108,000 Section 611
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		12,315,560	12,315,560	-	12,315,560	12,315,560	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		271,150	271,150	-	271,150	271,150	
Title Funding - Other		13,500	13,500	-	13,500	13,500	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							

	TAPESTRY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	Budget / Operating Plan				2017-18	
Total Revenue	13,227,020	13,227,020	-	13,227,020	13,227,020	
Total Expenses	12,945,407	12,945,407	-	(12,945,407)	(12,945,407)	
Net Income	281,613	281,613	-	281,613	281,613	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	
Other	-	-	-	-	-	
Other	<u>9,200</u>	<u>9,200</u>	-	<u>9,200</u>	<u>9,200</u>	
TOTAL REVENUE FROM FEDERAL SOURCES	293,850	293,850	-	293,850	293,850	
LOCAL and OTHER REVENUE						
Contributions and Donations	150,000	150,000	-	150,000	150,000	
Fundraising	28,000	28,000	-	28,000	28,000	
Erate Reimbursement	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	
Interest Income	2,500	2,500	-	2,500	2,500	
Food Service (Income from meals)	336,400	336,400	-	336,400	336,400	
Text Book	-	-	-	-	-	
OTHER	<u>100,710</u>	<u>100,710</u>	-	<u>100,710</u>	<u>100,710</u>	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	617,610	617,610	-	617,610	617,610	
TOTAL REVENUE	13,227,020	13,227,020	-	13,227,020	13,227,020	

		TAPESTRY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2017-18		
		13,227,020	13,227,020	-	13,227,020	13,227,020	
		12,945,407	12,945,407	-	(12,945,407)	(12,945,407)	
Total Revenue							
Total Expenses							
Net Income							
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	3.00	309,370	309,370	-	(309,370)	(309,370)	
Instructional Management	6.00	402,060	402,060	-	(402,060)	(402,060)	
Deans, Directors & Coordinators	1.00	52,530	52,530	-	(52,530)	(52,530)	
CFO / Director of Finance	1.00	90,640	90,640	-	(90,640)	(90,640)	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	8.00	354,060	354,060	-	(354,060)	(354,060)	
TOTAL ADMINISTRATIVE STAFF	19.00	1,208,660	1,208,660	-	(1,208,660)	(1,208,660)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	49.00	2,620,430	2,620,430	-	(2,620,430)	(2,620,430)	
Teachers - SPED	13.00	629,430	629,430	-	(629,430)	(629,430)	
Substitute Teachers	2.00	163,770	163,770	-	(163,770)	(163,770)	
Teaching Assistants	14.00	362,090	362,090	-	(362,090)	(362,090)	
Specialty Teachers	18.00	1,064,790	1,064,790	-	(1,064,790)	(1,064,790)	
Aides	5.00	-	-	-	-	-	
Therapists & Counselors	4.00	228,090	228,090	-	(228,090)	(228,090)	
Other	1.00	116,800	116,800	-	(116,800)	(116,800)	
TOTAL INSTRUCTIONAL	106.00	5,185,400	5,185,400	-	(5,185,400)	(5,185,400)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	2.00	82,180	82,180	-	(82,180)	(82,180)	
Librarian	2.00	91,830	91,830	-	(91,830)	(91,830)	
Custodian	3.00	82,300	82,300	-	(82,300)	(82,300)	
Security	-	-	-	-	-	-	
Other	10.00	198,070	198,070	-	(198,070)	(198,070)	
TOTAL NON-INSTRUCTIONAL	17.00	454,380	454,380	-	(454,380)	(454,380)	
SUBTOTAL PERSONNEL SERVICE COSTS							
	142.00	6,848,440	6,848,440	-	(6,848,440)	(6,848,440)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		651,590	651,590	-	(651,590)	(651,590)	
Fringe / Employee Benefits		471,300	471,300	-	(471,300)	(471,300)	

1 CEO, 2 Principals

support staff, admin assistant

K-5 program has TA in every classroom
Art, dance, music, Phys Ed, Literacy specialists

		TAPESTRY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2017-18		
Total Revenue		13,227,020	13,227,020	-	13,227,020	13,227,020	
Total Expenses		12,945,407	12,945,407	-	(12,945,407)	(12,945,407)	
Net Income		281,613	281,613	-	281,613	281,613	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Retirement / Pension		649,490	649,490	-	(649,490)	(649,490)	
TOTAL PAYROLL TAXES AND BENEFITS		1,772,380	1,772,380	-	(1,772,380)	(1,772,380)	
TOTAL PERSONNEL SERVICE COSTS							142.00
CONTRACTED SERVICES							
Accounting / Audit		110,000	110,000	-	(110,000)	(110,000)	
Legal		20,000	20,000	-	(20,000)	(20,000)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		40,000	40,000	-	(40,000)	(40,000)	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		355,420	355,420	-	(355,420)	(355,420)	
TOTAL CONTRACTED SERVICES		525,420	525,420	-	(525,420)	(525,420)	

TAPESTRY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2017-18						
Total Revenue	13,227,020	13,227,020	-	13,227,020	13,227,020	
Total Expenses	12,945,407	12,945,407	-	(12,945,407)	(12,945,407)	
Net Income	281,613	281,613	-	281,613	281,613	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	18,700	18,700	-	(18,700)	(18,700)	
Classroom / Teaching Supplies & Materials	81,260	81,260	-	(81,260)	(81,260)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	16,600	16,600	-	(16,600)	(16,600)	
Supplies & Materials other	118,637	118,637	-	(118,637)	(118,637)	
Equipment / Furniture	-	-	-	-	-	
Telephone	35,000	35,000	-	(35,000)	(35,000)	
Technology	185,460	185,460	-	(185,460)	(185,460)	
Student Testing & Assessment	40,000	40,000	-	(40,000)	(40,000)	
Field Trips	111,210	111,210	-	(111,210)	(111,210)	
Transportation (student)	16,380	16,380	-	(16,380)	(16,380)	
Student Services - other	75,120	75,120	-	(75,120)	(75,120)	
Office Expense	74,940	74,940	-	(74,940)	(74,940)	
Staff Development	53,200	53,200	-	(53,200)	(53,200)	
Staff Recruitment	15,000	15,000	-	(15,000)	(15,000)	
Student Recruitment / Marketing	25,000	25,000	-	(25,000)	(25,000)	
School Meals / Lunch	179,035	179,035	-	(179,035)	(179,035)	
Travel (Staff)	-	-	-	-	-	
Fundraising	20,000	20,000	-	(20,000)	(20,000)	
Other	185,814	185,814	-	(185,814)	(185,814)	school store, summer school, dues & memberships, mobile classroom
TOTAL SCHOOL OPERATIONS	1,251,356	1,251,356	-	(1,251,356)	(1,251,356)	
FACILITY OPERATION & MAINTENANCE						
Insurance	126,030	126,030	-	(126,030)	(126,030)	
Janitorial	27,040	27,040	-	(27,040)	(27,040)	
Building and Land Rent / Lease / Facility Finance Interest	1,573,599	1,573,599	-	(1,573,599)	(1,573,599)	Interest on building debt
Repairs & Maintenance	27,580	27,580	-	(27,580)	(27,580)	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	96,562	96,562	-	(96,562)	(96,562)	
TOTAL FACILITY OPERATION & MAINTENANCE	1,850,811	1,850,811	-	(1,850,811)	(1,850,811)	
DEPRECIATION & AMORTIZATION	697,000	697,000	-	(697,000)	(697,000)	
RESERVES / CONTINGENCY	-	-	-	-	-	

		TAPESTRY CHARTER SCHOOL					
		Budget / Operating Plan					
		2017-18					
			Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget		
Total Revenue	13,227,020	13,227,020	-	13,227,020	13,227,020		
Total Expenses	12,945,407	12,945,407	-	(12,945,407)	(12,945,407)		
Net Income	281,613	281,613	-	281,613	281,613		
Actual Student Enrollment							
TOTAL EXPENSES	12,945,407	12,945,407	-	(12,945,407)	(12,945,407)		
NET INCOME	281,613	281,613	-	281,613	281,613		

DESCRIPTION OF ASSUMPTIONS

**TAPESTRY CHARTER SCHOOL
BALANCE SHEET
2017-18**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>2016-17</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

TAPESTRY CHARTER SCH
Budget / Operating Plan

2017-18

Total Revenue	-	1,351,052	-	-	3,958,656	-	-
Total Expenses	-	2,353,672	-	-	3,530,580	-	-
Net Income	-	(1,002,620)	-	-	428,076	-	-
Actual Student Enrollment	-	892	-	-	892	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>						
Other		920	-		2,760	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	29,385	-	-	88,155	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		37,500	-		37,500	-	
Fundraising		2,800	-		8,400	-	
Erate Reimbursement		-	-		-	-	
Earnings on Investments		-	-		-	-	
Interest Income		624	-		624	-	
Food Service (Income from meals)		33,640	-		100,920	-	
Text Book		-	-		-	-	
OTHER		15,547	-		28,389	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	90,111	-	-	175,833	-	-
TOTAL REVENUE	-	1,351,052	-	-	3,958,656	-	-

TAPESTRY CHARTER SCH
Budget / Operating Plan

2017-18

Total Revenue	-	1,351,052	-	-	3,958,656	-	-
Total Expenses	-	2,353,672	-	-	3,530,580	-	-
Net Income	-	(1,002,620)	-	-	428,076	-	-
Actual Student Enrollment	-	892	-	-	892	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	-	-	-	-	-	-	-

	Quarter 0 No. of Positions						
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	77,343	-	77,343	-	-	-
Instructional Management	-	100,512	-	100,512	-	-	-
Deans, Directors & Coordinators	-	13,134	-	13,134	-	-	-
CFO / Director of Finance	-	22,659	-	22,659	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	88,518	-	88,518	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	302,166	-	302,166	-	-	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	262,043	-	786,129	-	-	-
Teachers - SPED	-	62,943	-	188,829	-	-	-
Substitute Teachers	-	16,377	-	49,131	-	-	-
Teaching Assistants	-	36,209	-	108,627	-	-	-
Specialty Teachers	-	106,479	-	319,437	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	57,027	-	57,027	-	-	-
Other	-	18,230	-	32,922	-	-	-
TOTAL INSTRUCTIONAL	-	559,308	-	1,542,102	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	20,547	-	20,547	-	-	-
Librarian	-	16,311	-	25,173	-	-	-
Custodian	-	20,577	-	20,577	-	-	-
Security	-	-	-	-	-	-	-
Other	-	19,807	-	59,421	-	-	-
TOTAL NON-INSTRUCTIONAL	-	77,242	-	125,718	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	938,716	-	1,969,986	-	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		162,897	-	162,897	-	-	-
Fringe / Employee Benefits		117,825	-	117,825	-	-	-
Retirement / Pension		162,372	-	162,372	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		443,094	-	443,094	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	1,381,810	-	2,413,080	-	-	-

TAPESTRY CHARTER SCH
Budget / Operating Plan

2017-18

Total Revenue	-	1,351,052	-	-	3,958,656	-	-
Total Expenses	-	2,353,672	-	-	3,530,580	-	-
Net Income	-	(1,002,620)	-	-	428,076	-	-
Actual Student Enrollment	-	892	-	-	892	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	CONTRACTED SERVICES						
Accounting / Audit		27,500	-		27,500	-	
Legal		5,000	-		5,000	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		-	-		-	-	
Special Ed Services		4,000	-		12,000	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		88,854	-		88,854	-	
TOTAL CONTRACTED SERVICES	-	125,354	-	-	133,354	-	-

Total Revenue	-	1,351,052	-	-	3,958,656	-	-
Total Expenses	-	2,353,672	-	-	3,530,580	-	-
Net Income	-	(1,002,620)	-	-	428,076	-	-
Actual Student Enrollment	-	892	-	-	892	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

SCHOOL OPERATIONS

Board Expenses		4,674	-		4,674	-	
Classroom / Teaching Supplies & Materials		20,316	-		20,316	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		4,149	-		4,149	-	
Supplies & Materials other		11,864	-		35,592	-	
Equipment / Furniture		-	-		-	-	
Telephone		8,751	-		8,751	-	
Technology		18,546	-		55,638	-	
Student Testing & Assessment		4,000	-		12,000	-	
Field Trips		11,121	-		33,363	-	
Transportation (student)		1,638	-		4,914	-	
Student Services - other		7,512	-		22,536	-	
Office Expense		17,830	-		19,038	-	
Staff Development		13,302	-		13,302	-	
Staff Recruitment		3,750	-		3,750	-	
Student Recruitment / Marketing		6,249	-		6,249	-	
School Meals / Lunch		17,904	-		53,712	-	
Travel (Staff)		-	-		-	-	
Fundraising		5,001	-		5,001	-	
Other		52,950	-		44,210	-	
TOTAL SCHOOL OPERATIONS		-	209,557	-	-	347,195	-

FACILITY OPERATION & MAINTENANCE

Insurance		31,509	-		31,509	-	
Janitorial		6,759	-		6,759	-	
Building and Land Rent / Lease / Facility Finance Interest		393,399	-		393,399	-	
Repairs & Maintenance		6,894	-		6,894	-	
Equipment / Furniture		-	-		-	-	
Security		-	-		-	-	
Utilities		24,141	-		24,141	-	
TOTAL FACILITY OPERATION & MAINTENANCE		-	462,702	-	-	462,702	-

DEPRECIATION & AMORTIZATION

		174,249	-		174,249	-	
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RESERVES / CONTINGENCY

		-	-		-	-	
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TOTAL EXPENSES

		-	2,353,672	-	-	3,530,580	-
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TAPESTRY CHARTER SCH
Budget / Operating Plan

2017-18

Total Revenue	-	1,351,052	-	-	3,958,656	-	-			
Total Expenses	-	2,353,672	-	-	3,530,580	-	-			
Net Income	-	(1,002,620)	-	-	428,076	-	-			
Actual Student Enrollment	-	892	-	-	892	-	-			
				1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31			3rd Q		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
NET INCOME				-	(1,002,620)	-	-	428,076	-	-

Total Revenue	-	1,351,052	-	-	3,958,656	-	-
Total Expenses	-	2,353,672	-	-	3,530,580	-	-
Net Income	-	(1,002,620)	-	-	428,076	-	-
Actual Student Enrollment	-	892	-	-	892	-	-

3rd C

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd C

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			Actual
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
BUFFALO CITY SD	-	892	-	-	892	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	<u>892</u>	-	-	<u>892</u>	-	-
REVENUE PER PUPIL	-	<u>1,515</u>	-	-	<u>4,438</u>	-	-
EXPENSES PER PUPIL	-	<u>2,639</u>	-	-	<u>3,958</u>	-	-

**FOOL
n**

Total Revenue	3,958,656	-	-	3,958,656	-
Total Expenses	3,530,580	-	-	3,530,575	-
Net Income	428,076	-	-	428,081	-
Actual Student Enrollment	892	-	-	892	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current			Current	
	Budget	Variance	Actual	Budget	Variance
Other	<u>2,760</u>	-		<u>2,760</u>	-
TOTAL REVENUE FROM FEDERAL SOURCES	88,155	-	-	88,155	-
LOCAL and OTHER REVENUE					
Contributions and Donations	37,500	-		37,500	-
Fundraising	8,400	-		8,400	-
Erate Reimbursement	-	-		-	-
Earnings on Investments	-	-		-	-
Interest Income	624	-		628	-
Food Service (Income from meals)	100,920	-		100,920	-
Text Book	-	-		-	-
OTHER	<u>28,389</u>	-		<u>28,385</u>	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	175,833	-	-	175,833	-
TOTAL REVENUE	<u>3,958,656</u>	-	-	<u>3,958,656</u>	-

**FOOL
n**

Total Revenue	3,958,656	-	-	3,958,656	-
Total Expenses	3,530,580	-	-	3,530,575	-
Net Income	428,076	-	-	428,081	-
Actual Student Enrollment	892	-	-	892	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions				
Executive Management	-	77,343	-	77,341	-
Instructional Management	-	100,512	-	100,524	-
Deans, Directors & Coordinators	-	13,134	-	13,128	-
CFO / Director of Finance	-	22,659	-	22,663	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	-	<u>88,518</u>	-	<u>88,506</u>	-
TOTAL ADMINISTRATIVE STAFF	-	302,166	-	302,162	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	786,129	-	786,129	-
Teachers - SPED	-	188,829	-	188,829	-
Substitute Teachers	-	49,131	-	49,131	-
Teaching Assistants	-	108,627	-	108,627	-
Specialty Teachers	-	319,437	-	319,437	-
Aides	-	-	-	-	-
Therapists & Counselors	-	57,027	-	57,009	-
Other	-	<u>32,922</u>	-	<u>32,726</u>	-
TOTAL INSTRUCTIONAL	-	1,542,102	-	1,541,888	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	20,547	-	20,539	-
Librarian	-	25,173	-	25,173	-
Custodian	-	20,577	-	20,569	-
Security	-	-	-	-	-
Other	-	<u>59,421</u>	-	<u>59,421</u>	-
TOTAL NON-INSTRUCTIONAL	-	125,718	-	125,702	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes		162,897	-	162,899	-
Fringe / Employee Benefits		117,825	-	117,825	-
Retirement / Pension		<u>162,372</u>	-	<u>162,374</u>	-
TOTAL PAYROLL TAXES AND BENEFITS		443,094	-	443,098	-

TOTAL PERSONNEL SERVICE COSTS

	-	2,413,080	-	2,412,850	-
--	---	------------------	---	------------------	---

FOOL					
n					
Total Revenue	3,958,656	-	-	3,958,656	-
Total Expenses	3,530,580	-	-	3,530,575	-
Net Income	428,076	-	-	428,081	-
Actual Student Enrollment	892	-	-	892	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	FOOL				
	n	Current Budget	Variance	Actual	Current Budget
CONTRACTED SERVICES					
Accounting / Audit	27,500	-		27,500	-
Legal	5,000	-		5,000	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	-	-		-	-
Special Ed Services	12,000	-		12,000	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	<u>88,854</u>	-		<u>88,858</u>	-
TOTAL CONTRACTED SERVICES	<u>133,354</u>	-	-	<u>133,358</u>	-

**FOOL
n**

Total Revenue	3,958,656	-	-	3,958,656	-
Total Expenses	3,530,580	-	-	3,530,575	-
Net Income	428,076	-	-	428,081	-
Actual Student Enrollment	892	-	-	892	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	4,674	-		4,678	-
Classroom / Teaching Supplies & Materials	20,316	-		20,312	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	4,149	-		4,153	-
Supplies & Materials other	35,592	-		35,589	-
Equipment / Furniture	-	-		-	-
Telephone	8,751	-		8,747	-
Technology	55,638	-		55,638	-
Student Testing & Assessment	12,000	-		12,000	-
Field Trips	33,363	-		33,363	-
Transportation (student)	4,914	-		4,914	-
Student Services - other	22,536	-		22,536	-
Office Expense	19,038	-		19,034	-
Staff Development	13,302	-		13,294	-
Staff Recruitment	3,750	-		3,750	-
Student Recruitment / Marketing	6,249	-		6,253	-
School Meals / Lunch	53,712	-		53,707	-
Travel (Staff)	-	-		-	-
Fundraising	5,001	-		4,997	-
Other	<u>44,210</u>	-		<u>44,444</u>	-
TOTAL SCHOOL OPERATIONS	347,195	-	-	347,409	-
FACILITY OPERATION & MAINTENANCE					
Insurance	31,509	-		31,503	-
Janitorial	6,759	-		6,763	-
Building and Land Rent / Lease / Facility Finance Interest	393,399	-		393,402	-
Repairs & Maintenance	6,894	-		6,898	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	<u>24,141</u>	-		<u>24,139</u>	-
TOTAL FACILITY OPERATION & MAINTENANCE	462,702	-	-	462,705	-
DEPRECIATION & AMORTIZATION	174,249	-		174,253	-
RESERVES / CONTINGENCY	-	-		-	-
TOTAL EXPENSES	<u>3,530,580</u>	-	-	<u>3,530,575</u>	-

		100L		100L	
		n			
Total Revenue		3,958,656	-	-	3,958,656
Total Expenses		3,530,580	-	-	3,530,575
Net Income		428,076	-	-	428,081
Actual Student Enrollment		892	-	-	892
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31			
		Current Budget	Variance	Actual	Current Budget
NET INCOME		428,076	-	-	428,081

POL n					
Total Revenue	3,958,656	-	-	3,958,656	-
Total Expenses	3,530,580	-	-	3,530,575	-
Net Income	428,076	-	-	428,081	-
Actual Student Enrollment	892	-	-	892	-
		Quarter - 1/1 - 3/31			
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
		Current Budget	Variance	Actual	Current Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*					
BUFFALO CITY SD	892	-	-	892	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	892	-	-	892	-
REVENUE PER PUPIL	4,438	-	-	4,438	-
EXPENSES PER PUPIL	3,958	-	-	3,958	-

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,020
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,407
Net Income	-	-	-	281,613	(281,613)	-	-	281,613
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
BUFFALO CITY SD		13,005		11,600,460	(11,000,460)			11,600,460
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
ALL OTHER School Districts: (Count = 0)								
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		13,005		11,600,460	(11,600,460)			11,600,460
Special Education Revenue				715,100	(715,100)			715,100
Grants								
Stimulus								
DYCD (Department of Youth and Community Development)								
Other								
NYC DoE Rental Assistance								
Other								
TOTAL REVENUE FROM STATE SOURCES				12,315,560	(12,315,560)			12,315,560
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs								
Title I				271,150	(271,150)			271,150
Title Funding - Other				13,500	(13,500)			13,500
School Food Service (Free Lunch)								
Grants								
Charter School Program (CSP) Planning & Implementation								
Other								

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,020
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,407
Net Income	-	-	-	281,613	(281,613)	-	-	281,613
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
Other	-	-	-	9,200	(9,200)	-	-	9,200
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	293,850	(293,850)	-	-	293,850
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	150,000	(150,000)	-	-	150,000
Fundraising	-	-	-	28,000	(28,000)	-	-	28,000
Erate Reimbursement	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	2,500	(2,500)	-	-	2,500
Food Service (Income from meals)	-	-	-	336,400	(336,400)	-	-	336,400
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	100,710	(100,710)	-	-	100,710
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	617,610	(617,610)	-	-	617,610
TOTAL REVENUE	-	-	-	13,227,020	(13,227,020)	-	-	13,227,020

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,020
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,407
Net Income	-	-	-	281,613	(281,613)	-	-	281,613
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
		Quarter 0	No. of Positions					
Executive Management	-	-	-	309,370	309,370	-	-	309,370
Instructional Management	-	-	-	402,060	402,060	-	-	402,060
Deans, Directors & Coordinators	-	-	-	52,530	52,530	-	-	52,530
CFO / Director of Finance	-	-	-	90,640	90,640	-	-	90,640
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	354,060	354,060	-	-	354,060
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,208,660	1,208,660	-	-	1,208,660
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	2,620,430	2,620,430	-	-	2,620,430
Teachers - SPED	-	-	-	629,430	629,430	-	-	629,430
Substitute Teachers	-	-	-	163,770	163,770	-	-	163,770
Teaching Assistants	-	-	-	362,090	362,090	-	-	362,090
Specialty Teachers	-	-	-	1,064,790	1,064,790	-	-	1,064,790
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	228,090	228,090	-	-	228,090
Other	-	-	-	116,800	116,800	-	-	116,800
TOTAL INSTRUCTIONAL	-	-	-	5,185,400	5,185,400	-	-	5,185,400
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	82,180	82,180	-	-	82,180
Librarian	-	-	-	91,830	91,830	-	-	91,830
Custodian	-	-	-	82,300	82,300	-	-	82,300
Security	-	-	-	-	-	-	-	-
Other	-	-	-	198,070	198,070	-	-	198,070
TOTAL NON-INSTRUCTIONAL	-	-	-	454,380	454,380	-	-	454,380
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	6,848,440	6,848,440	-	-	6,848,440
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	-	651,590	651,590	-	-	651,590
Fringe / Employee Benefits	-	-	-	471,300	471,300	-	-	471,300
Retirement / Pension	-	-	-	649,490	649,490	-	-	649,490
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,772,380	1,772,380	-	-	1,772,380
TOTAL PERSONNEL SERVICE COSTS	-	-	-	8,620,820	8,620,820	-	-	8,620,820

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,0
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,4
Net Income	-	-	-	281,613	(281,613)	-	-	281,6
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	110,000	110,000	-	-	110,0
Legal	-	-	-	20,000	20,000	-	-	20,0
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	40,000	40,000	-	-	40,0
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	355,420	355,420	-	-	355,4
TOTAL CONTRACTED SERVICES	-	-	-	525,420	525,420	-	-	525,4

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,020
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,407
Net Income	-	-	-	281,613	(281,613)	-	-	281,613
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
SCHOOL OPERATIONS								
Board Expenses	-	-	-	18,700	18,700	-	-	18,700
Classroom / Teaching Supplies & Materials	-	-	-	81,260	81,260	-	-	81,260
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	16,600	16,600	-	-	16,600
Supplies & Materials other	-	-	-	118,637	118,637	-	-	118,637
Equipment / Furniture	-	-	-	-	-	-	-	-
Telephone	-	-	-	35,000	35,000	-	-	35,000
Technology	-	-	-	185,460	185,460	-	-	185,460
Student Testing & Assessment	-	-	-	40,000	40,000	-	-	40,000
Field Trips	-	-	-	111,210	111,210	-	-	111,210
Transportation (student)	-	-	-	16,380	16,380	-	-	16,380
Student Services - other	-	-	-	75,120	75,120	-	-	75,120
Office Expense	-	-	-	74,940	74,940	-	-	74,940
Staff Development	-	-	-	53,200	53,200	-	-	53,200
Staff Recruitment	-	-	-	15,000	15,000	-	-	15,000
Student Recruitment / Marketing	-	-	-	25,000	25,000	-	-	25,000
School Meals / Lunch	-	-	-	179,035	179,035	-	-	179,035
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	20,000	20,000	-	-	20,000
Other	-	-	-	<u>185,814</u>	<u>185,814</u>	-	-	<u>185,814</u>
TOTAL SCHOOL OPERATIONS	-	-	-	1,251,356	1,251,356	-	-	1,251,356
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	126,030	126,030	-	-	126,030
Janitorial	-	-	-	27,040	27,040	-	-	27,040
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,573,599	1,573,599	-	-	1,573,599
Repairs & Maintenance	-	-	-	27,580	27,580	-	-	27,580
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	<u>96,562</u>	<u>96,562</u>	-	-	<u>96,562</u>
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,850,811	1,850,811	-	-	1,850,811
DEPRECIATION & AMORTIZATION	-	-	-	697,000	697,000	-	-	697,000
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	12,945,407	12,945,407	-	-	12,945,407

**TAPESTRY CHARTER SCHOOL
Budget / Operating Plan**

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,020
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,407
Net Income	-	-	-	281,613	(281,613)	-	-	281,613
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current	Actual		Actual	Original	Actual	
		Budget	vs.	Current	vs.	Budget	vs.	Original
	Actual	(Current	Current	Budget - TY	Current	(Current	Original	Budget -
		Quarter)	Budget		Budget TY	Quarter)	Budget	
NET INCOME	-	-	-	281,613	(281,613)	-	-	281,613

TAPESTRY CHARTER SCHOOL
Budget / Operating Plan

2017-18

Total Revenue	-	-	-	13,227,020	(13,227,020)	-	-	13,227,0
Total Expenses	-	-	-	12,945,407	12,945,407	-	-	12,945,4
Net Income	-	-	-	281,613	(281,613)	-	-	281,6
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
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ENROLLMENT - *School Districts Are Linked To Above Entries*

*** Enrollment Data Based on Last Actual Quarter Completed**

BUFFALO CITY SD	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
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-	-	-	-		-	-	
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-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-	
TOTAL ENROLLMENT	-	-	-		-	-	
REVENUE PER PUPIL	-	-	-		-	-	
EXPENSES PER PUPIL	-	-	-		-	-	

Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

BUFFALO CITY SD

13,005

(11,600,460)	-	-
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ALL OTHER School Districts: (Count = 0)

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TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

13,005

(11,600,460)	-	-
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Special Education Revenue

(715,100)	-	-
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Grants

Stimulus

-	-	-
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DYCD (Department of Youth and Community Development)

-	-	-
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Other

-	-	-
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NYC DoE Rental Assistance

-	-	-
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Other

-	-	-
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TOTAL REVENUE FROM STATE SOURCES

(12,315,560)	-	-
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

-	-	-
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Title I

(271,150)	-	-
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Title Funding - Other

(13,500)	-	-
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School Food Service (Free Lunch)

-	-	-
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Grants

Charter School Program (CSP) Planning & Implementation

-	-	-
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Other

-	-	-
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Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
Other	(9,200)	=	=
TOTAL REVENUE FROM FEDERAL SOURCES	(293,850)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(150,000)	-	-
Fundraising	(28,000)	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	(2,500)	-	-
Food Service (Income from meals)	(336,400)	-	-
Text Book	-	-	-
OTHER	(100,710)	=	=
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(617,610)	-	-
TOTAL REVENUE	(13,227,020)	-	-

Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions			
Executive Management	-	309,370	-	-
Instructional Management	-	402,060	-	-
Deans, Directors & Coordinators	-	52,530	-	-
CFO / Director of Finance	-	90,640	-	-
Operation / Business Manager	-	-	-	-
Administrative Staff	-	354,060	-	-
TOTAL ADMINISTRATIVE STAFF	-	1,208,660	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	2,620,430	-	-
Teachers - SPED	-	629,430	-	-
Substitute Teachers	-	163,770	-	-
Teaching Assistants	-	362,090	-	-
Specialty Teachers	-	1,064,790	-	-
Aides	-	-	-	-
Therapists & Counselors	-	228,090	-	-
Other	-	116,800	-	-
TOTAL INSTRUCTIONAL	-	5,185,400	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	82,180	-	-
Librarian	-	91,830	-	-
Custodian	-	82,300	-	-
Security	-	-	-	-
Other	-	198,070	-	-
TOTAL NON-INSTRUCTIONAL	-	454,380	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes		651,590	-	-
Fringe / Employee Benefits		471,300	-	-
Retirement / Pension		649,490	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,772,380	-	-

TOTAL PERSONNEL SERVICE COSTS

	-	8,620,820	-	-
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Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
CONTRACTED SERVICES			
Accounting / Audit	110,000	-	-
Legal	20,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	-	-	-
Special Ed Services	40,000	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	<u>355,420</u>	-	-
TOTAL CONTRACTED SERVICES	<u>525,420</u>	-	-

Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	18,700	-	-
Classroom / Teaching Supplies & Materials	81,260	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	16,600	-	-
Supplies & Materials other	118,637	-	-
Equipment / Furniture	-	-	-
Telephone	35,000	-	-
Technology	185,460	-	-
Student Testing & Assessment	40,000	-	-
Field Trips	111,210	-	-
Transportation (student)	16,380	-	-
Student Services - other	75,120	-	-
Office Expense	74,940	-	-
Staff Development	53,200	-	-
Staff Recruitment	15,000	-	-
Student Recruitment / Marketing	25,000	-	-
School Meals / Lunch	179,035	-	-
Travel (Staff)	-	-	-
Fundraising	20,000	-	-
Other	185,814	-	-
TOTAL SCHOOL OPERATIONS	1,251,356	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	126,030	-	-
Janitorial	27,040	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,573,599	-	-
Repairs & Maintenance	27,580	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	96,562	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,850,811	-	-
DEPRECIATION & AMORTIZATION	697,000	-	-
RESERVES / CONTINGENCY	-	-	-
TOTAL EXPENSES	12,945,407	-	-

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Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
NET INCOME	(281,613)	-	-

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Total Revenue	(13,227,020)	-	-
Total Expenses	12,945,407	-	-
Net Income	(281,613)	-	-
Actual Student Enrollment		-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	PY Actual (PY TY	
	vs.	/ No. of	Actual CY
	Original	COMPLETED	vs.
	Budget TY	Actual CY	Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*			
BUFFALO CITY SD		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
ALL OTHER School Districts: (Count = 0)		-	-
TOTAL ENROLLMENT		-	-
REVENUE PER PUPIL		-	-
EXPENSES PER PUPIL		-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
TAPESTRY CHARTER SCHOOL
2017-18

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addressed to the school's counsel or the General Counsel of the Institute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. TAPESTRY CHARTER SCHOOL
2. Full name: GREGGORY P. GALLSON
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, ERIC KLAPPER - FRIEND
RACHAEL BECKER - FRIEND
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school/ If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *REPORT THE SITUATION TO THE CHARTER SCHOOLS INSTITUTE FOR THEM TO PROPERLY ADDRESS THE SELF-DEALING.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, BRETT GALLSON, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TAPESTRY Charter School is true and correct in every respect.


Signature

4/27/16
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

1. Name of charter school: TAPESTRY CHARTER SCHOOL
2. Trustee's name (print): GREGGORY BALLSON
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): TRUSTEE
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
<i>NONE</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE				

[Handwritten Signature]

 Signature

4/27/16

 Date

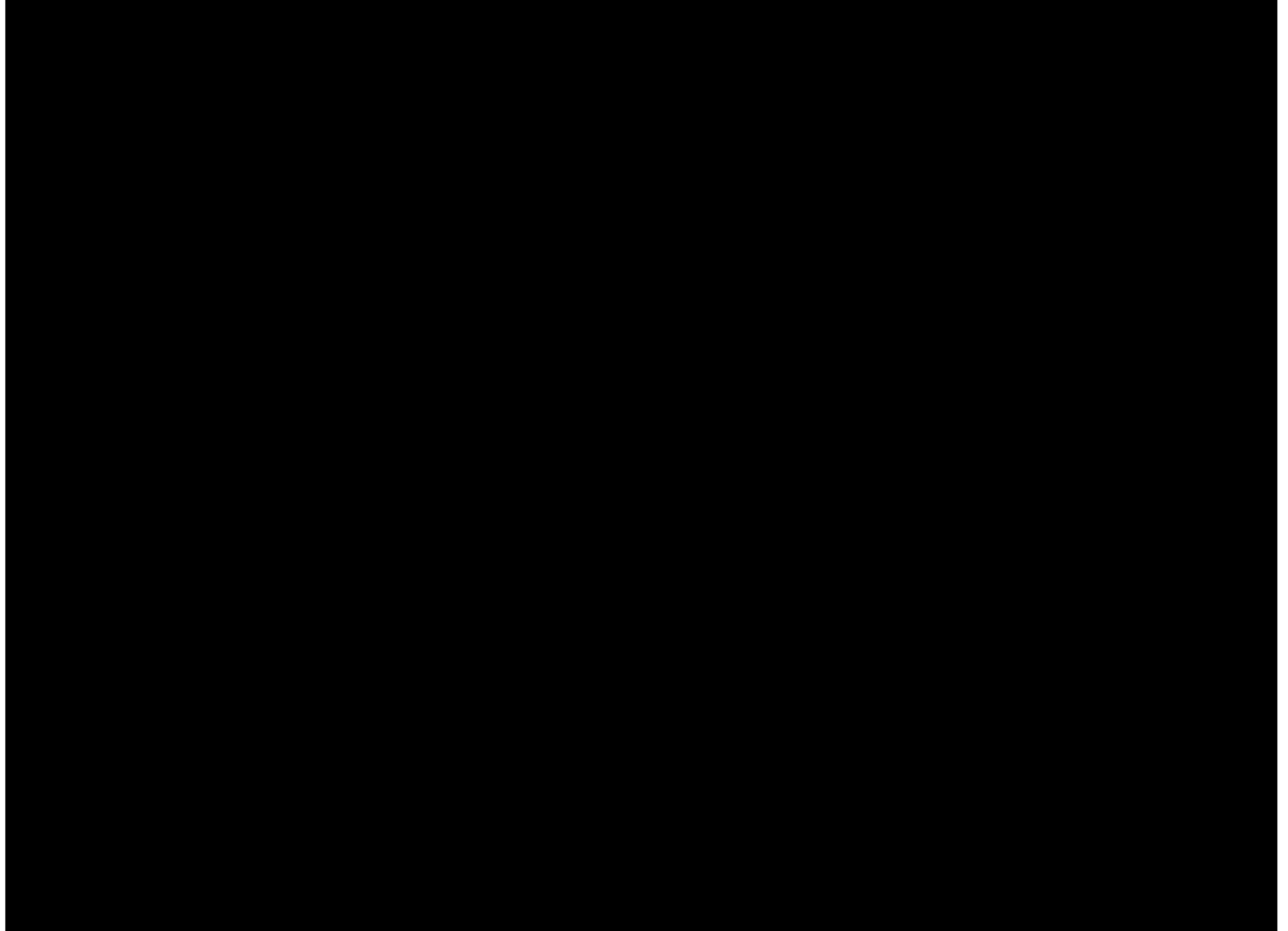
Greggory P. Gallson, CVA

Amherst, New York

Professional Summary

An experienced accounting and finance professional with substantial experience in valuation, tax and mergers & acquisitions. Utilizes strong communication skills to advise companies on structuring, financing, sale and acquisitions decisions.

Work Experience



Education

Canisius College | Buffalo, NY
Bachelor of Science, Economics-Finance, May 2008

Affiliations

National Association of Certified Valuators and Analysts

Recent Volunteerism



Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Tapestry*
2. Full name: *THOMAS A. SANDERS*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. THIS WOULD BE A ISSUE THAT WOULD NEEDED TO BE BROUGHT TO THE ENTIRE BOARD AND NOT
Other JUST THE INDIVIDUAL
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. NONE

Certification

I, Timothy A. Sweeney, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TAPSCOTT Charter School is true and correct in every respect.

Timothy A. Sweeney
Signature

4/19/2013
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
 FILING FOR SCHOOL YEAR: _____
 DATE RECEIVED: _____

1. Name of charter school: TAPESTRY CHARTER SCHOOL
2. Trustee's name (print): TIMOTHY A. SANDERS
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the school? ___ Yes No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Timothy J. Sanders
Signature

4/19/2013
Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Carl Teo Bullock*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I/we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I/we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Report the issue to the entire board.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.
I am a parent.

Certification

I, C. Teo Salhab certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

C. Teo Salhab
Signature

7/18/08
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
 FILING FOR SCHOOL YEAR: _____
 DATE RECEIVED: _____

1. Name of charter school: Tapesby Charter School
2. Trustee's name (print): C. Teo Tsalbach
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Board member
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.



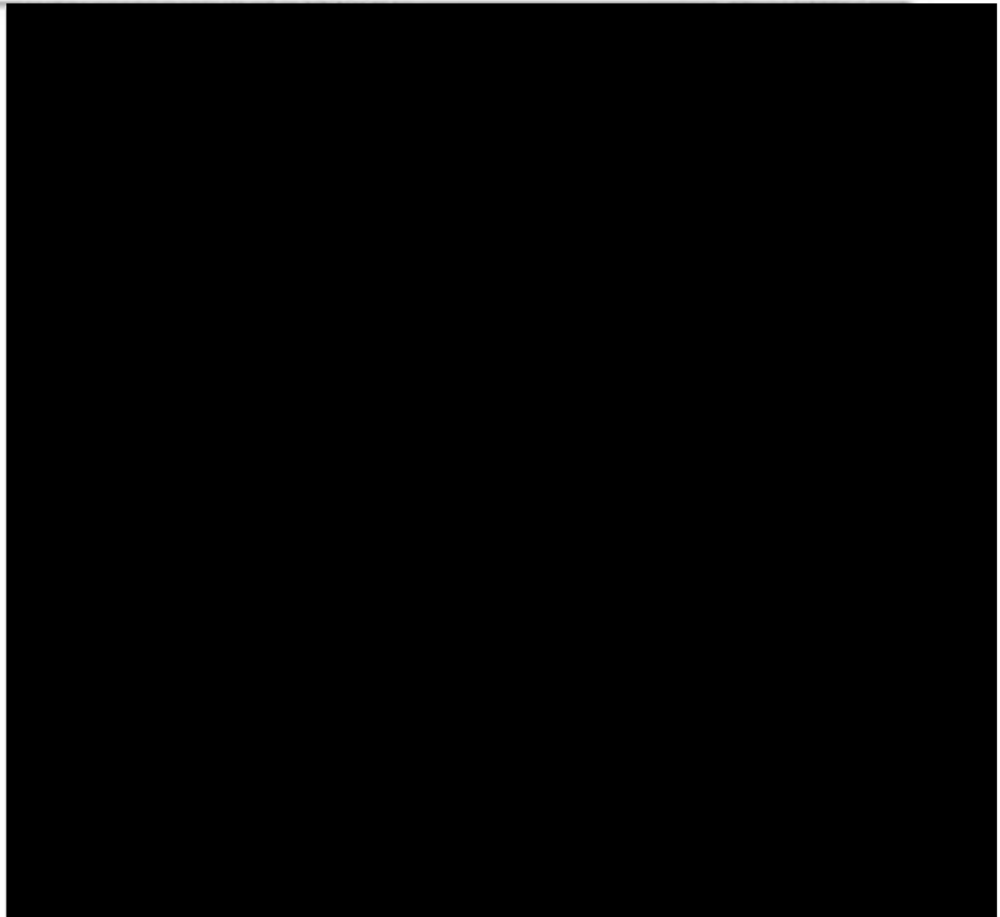
 Signature

7/18/09

 Date

KEVIN P. CURTIN

EXPERIENCE



EDUCATION

1994	Cornish College B.S., Marketing	Buffalo, NY
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INTERESTS

Real Estate – Active Licensed Agent since November 2003

Community involvement:

- Board of Directors, Buffalo Zoo; Past President, Pro-Zoo Board
- Volunteer Board, Jacobs Neurological Institute
- Coach, Delaware Soccer Club

[Redacted] BUFFALO, NEW YORK [Redacted]

C. Teo Balbach

Education

Tuck School at Dartmouth College

Hanover, NH

Master of Business Administration, degree June 1997.

Harvard University

Cambridge, MA

Magna Cum Laude - B.A. in Economics in June 1991. Additional areas of interest: art history.

Fettes College - Post graduate year abroad.

Edinburgh, Scotland

Nichols School - Graduated in 1986

Buffalo, NY

Personal

Family:

Travel: 6 continents, 49 States

Interests: Windsurfing, fly-fishing, guitar, boxing.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Tappan Charter School*
2. Full name: *Kevin Patrick Guehin*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I/we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I/we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I/we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I/we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Recuse myself in matters of conflict.*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Kevin P. Clinton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Leopold Charter School is true and correct in every respect.

Kevin P. Clinton
Signature

June 30, 2008
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
 FILING FOR SCHOOL YEAR: _____
 DATE RECEIVED: _____

1. Name of charter school: Tapestry Charter School
2. Trustee's name (print): Kevin P. Curtin
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Comm-Development
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><u>None.</u></p>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i></p>				

[Handwritten Signature]

 Signature

[Handwritten Date]

 Date

TAPESTRY CHARTER SCHOOL
BOARD OF TRUSTEES MEETING MINUTES
FRIDAY, June 20, 2008
8:30 a.m.

Trustees Present: B. Dukarm, M. Shatkin, S.Givens, T.Burns, C. Walawander, N. Wallace, C. Morris

Trustees Absent: A. Friedman

Others Present: J. Pepper, L. Bass, K. Lipa, H. Raiken-Schulman, M. Pagliese, T. Davis, C.Schen, P. Logue, T. Kubiniee and A. McCarthy
G. Nicholson, J. Cathcart

S. Givens called meeting to order at 8:33 a.m.

T. Kubiniee (TCA board president) T. Kubiniee presented a summary of the recent concerns expressed to him by the parent community:

- parents are very concerned with the non-renewal of Molly Halady. Specifically, they were upset with how the non-renewal of her contract was communicated to the community, as well as the way Molly left during the school day, and that students were aware - and reported back to parents that Molly was fired.
- parents feel "left out" and feel there has been a pattern of poor communication.
- parents have expressed concerns regarding lack of communication about new building/high school.
- It is felt that parental concerns communicated to the administration have not been addressed appropriately or in a timely manner. Specifically, an issue was brought up in regard to the purchase of the kiln and lack of response to emails.

S. Givens responded to the questions and concerns raised regarding non-renewal of contract, "new" building status and progress, and lack of communication.

Planet Tapestry

C. Schen gave a report on the success of Planet Tapestry. A summary budget hand out was presented to the board. It was felt that the offsite location was a key component to this year's success. Auction item donations increased about 75 items over previous auctions. Monies are still being raised as of date with glass and t-shirt sales. Planet Tapestry raised more money for the school than ever before.

C. Shen expressed her appreciation to all the parents who donated their services including design, food and services.

The board shared their appreciation to the Chairs of the Planet Tapestry Committee.

J. Pepper expressed her appreciation to the TCA and Planet Tapestry fundraiser for providing the children of the school with experiences of fieldwork and field trips. J. Pepper thanked the Committee for all their hard work and expressed a great job well-done.

Proof of notice submitted. Minutes from the May meeting were reviewed. Motion made by B. Dukarm to approve the minutes. Motion seconded by C. Walawander. Minutes approved unanimously.

HR committee

No meeting.

Finance Committee

A meeting was held on June 6th. C. Walawander reported that the budget balanced for the upcoming school year. It was expressed that the administrative team has done a great job in spending the monies and has been creative in spending and staying within the budget.

A parent asked how much the rise in food costs will affect the budget. The budget for food services has increased 15% from last year.

A resolution was made by T. Burns to approve the budget. Unanimously approved.

T. Burns and C. Walawander will be interviewing individuals who would be the financial consultant for the new building project. Interviews are to be held July 1st and a recommendation will be made to hire for that position as soon as possible.

Nominating Committee

Committee met on May 30th 2008 and recommends Kevin Curtin for an at large board member position.

A motion was made by B. Dukarm to approve the recommendation made by the Nominating Committee and was seconded by N. Wallace. The board voted 5-yes, with 1 abstention (S. Givens).

Facilities Committee

C. Walawander reported that facility Committee will continue within to meet. J. Pepper reported that the architect is working on the next phase of plans. The tentative plan is to have the high school to move into the "new building" next year and the K-8 would move into the building the following year.

H. Raiken-Schulman suggested that the Facilities Committee write a letter to the parents to explain the status of the new facility, possibly put that information on the website and/or email the parents over the summer.

M. Pugliese and G. Nicholson are working on creating a web page for parents to share school updates.

Academic Committee

N. Wallace reported the work of the Canisius Tapestry Professional Development School initiative. Inge Bauemler-Monin and Jack Turner will be the Tapestry site coordinators; N. Wallace and C. Morris will be the Canisius liaisons. The group will meet in early July to start work on the self-study report which will result in goals that will support the student learning.

Director's Report from Joy Pepper

There has been a lot of activity at the end of the school year. In addition to final report cards and parent conferences, every super subject teacher has had an open class demonstration for all parents.

L. Bass and J. Pepper are in the process of hiring of new teachers for next school year. Additionally, efforts are being made to secure more Americorps volunteers for next year to work both in the K-8 and 9-11 programs.

A member of the K-8 team will take on the role of an academic support staff for next year. A new 4th grade teacher will have to be hired, and the search has begun.

G. Nicholson was recognized by J. Pepper for creating a documentary in DVD format on the 7th and 8th grade, *Dancing Through the Decades*, dance intensive. A shorter version of this documentary is available on the TCS website.

G. Nicholson and H. Raiken-Schulman worked on the NIA grant to help support the Arts program for the next three years. The arts curriculum has now been created for the next

three years. This grant will provide and bridge the gap between the K-8 and high school programs to continue the art program through K-12.

Rooms have been identified at St. Mary's School for the Deaf for the high school students to use for next year. Talks are continuing with the administration at St. Mary's to provide enough space for next school year.

A full schedule of professional development for all staff and new staff has been planned.

High School Principal's Report

L. Bass provided a brief explanation of the exams the HS students have taken and an overview of how they are performing on the exams. She reported that 22% of the 9th grade students mastered the Global Regents exam.

Summer school is in place for the for current and new high school students.

Team Building trips have been scheduled for next week and end of the year picnic is scheduled for Thursday, June 26, 2008. Students have been surveyed about their school experience this past year and results are being prepared and being reviewed by the administrative team and staff.

Digital Portfolio Passage presentations were discussed and explained to Board members and guests.

Old Business

Board Strategic Planning meeting is planned for June 25th from 12-4 pm.

New Business

Please review the paperwork provided at the last board meeting in regards to board representative recommendation to WNYCSC.

Motion to adjourn by B. Dukarm and seconded by T. Burns.

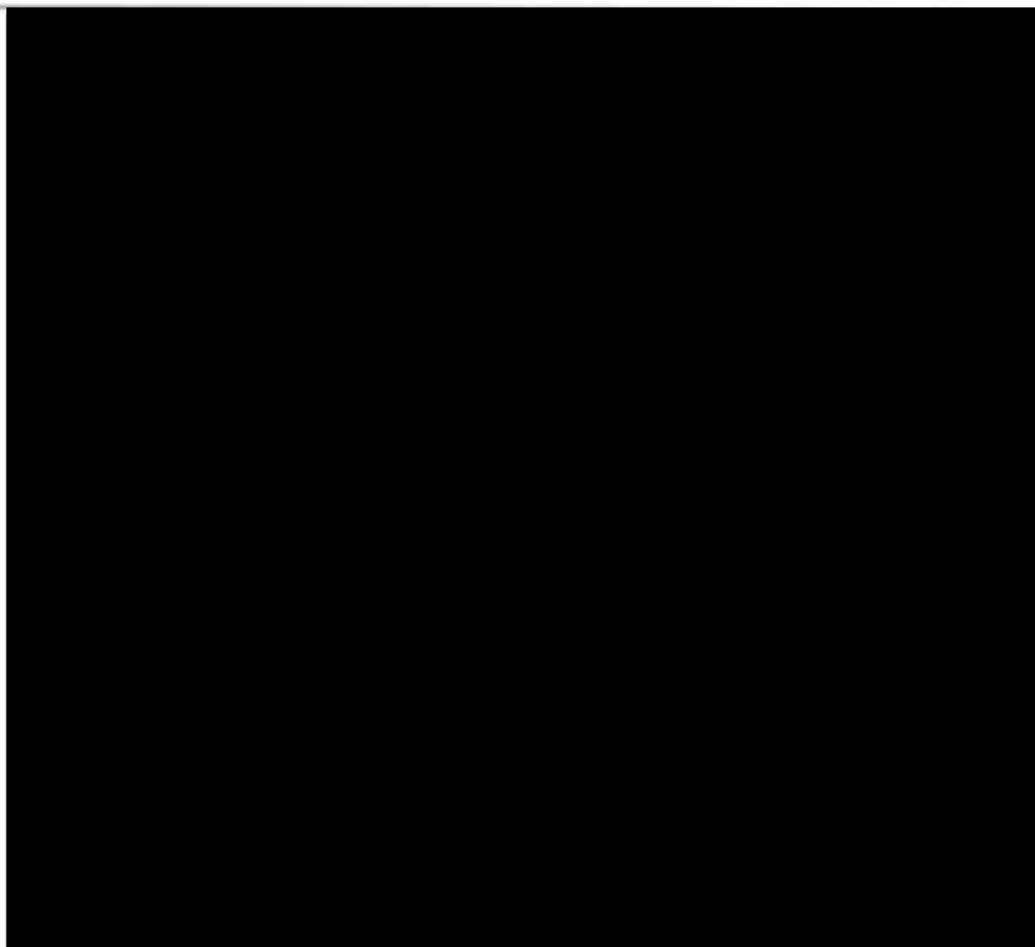
Meeting adjourned at 9:37 a.m.

Respectfully submitted,

Nancy Wallace

KEVIN P. CURTIN

EXPERIENCE



EDUCATION

1994	Canisius College B.S., Marketing	Buffalo, NY
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INTERESTS

Real Estate – Active Licensed Agent since November 2003

Community involvement:

- Board of Directors, Buffalo Zoo; Past President, Pro-Zoo Board
- Volunteer Board, Jacobs Neurological Institute
- Coach, Delaware Soccer Club



BUFFALO, NEW YORK



**Request for Information from
Prospective Charter School Trustee**

RECEIVED

JUN - 4 2008

CHARTER SCHOOLS INSTITUTE

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Tapestry Charter School
2. Full name: Corinne M Morris
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I work at the college with Nancy Wallace in the education department.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, I hope to work in collaboration with Tapestry High School teachers on a future mentor grant to establish mentor-mentee relationships between high school students and pre-service teachers.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would assure that the trustee is indeed involved in the self-dealing from a firsthand account. I would then raise the issue with at least one or two other trustees. At that time the three of us would decide to confront said trustee as a board and determine the appropriate consequences. I affirm.
18. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. I feel that Tapestry is a model charter school in the Buffalo, NY area. The students have consistently demonstrated high academic achievement as well as leadership qualities. The faculty are dedicated to the continued success of the school and show a commitment to the students and community as a whole. With my background in secondary special education,

and a deep sense of community involvement and service learning, I envision a natural and symbiotic relationship which I hope will continue with Tapestry's success.

Certification

I, Diana Morris, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Diana Morris
Signature

5/30/08
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

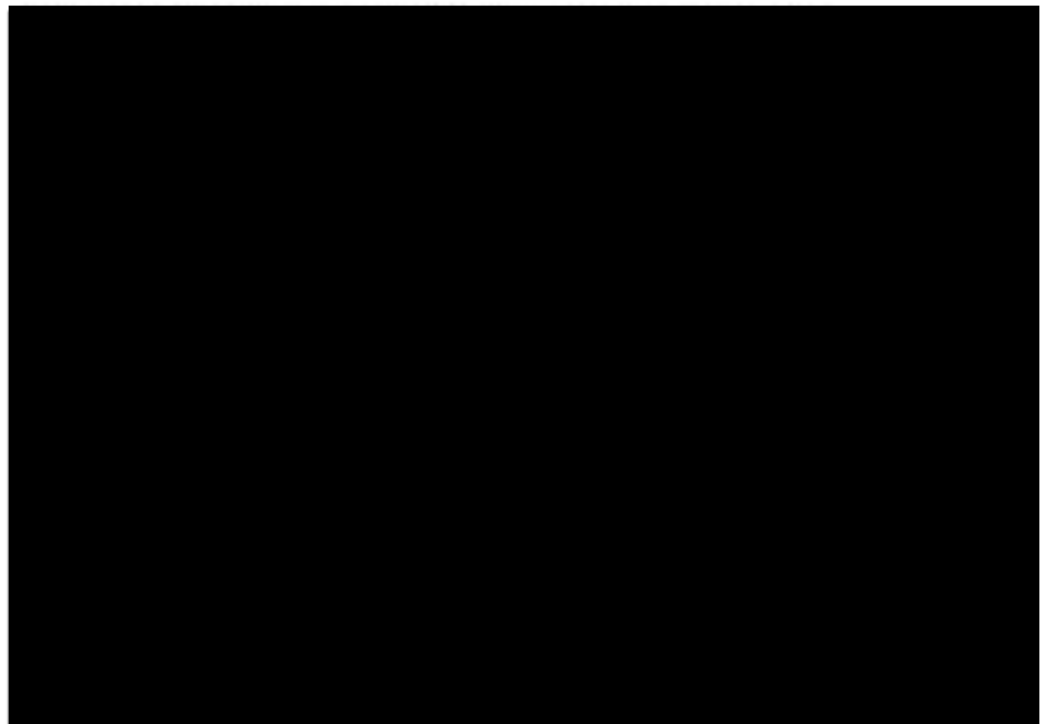
Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

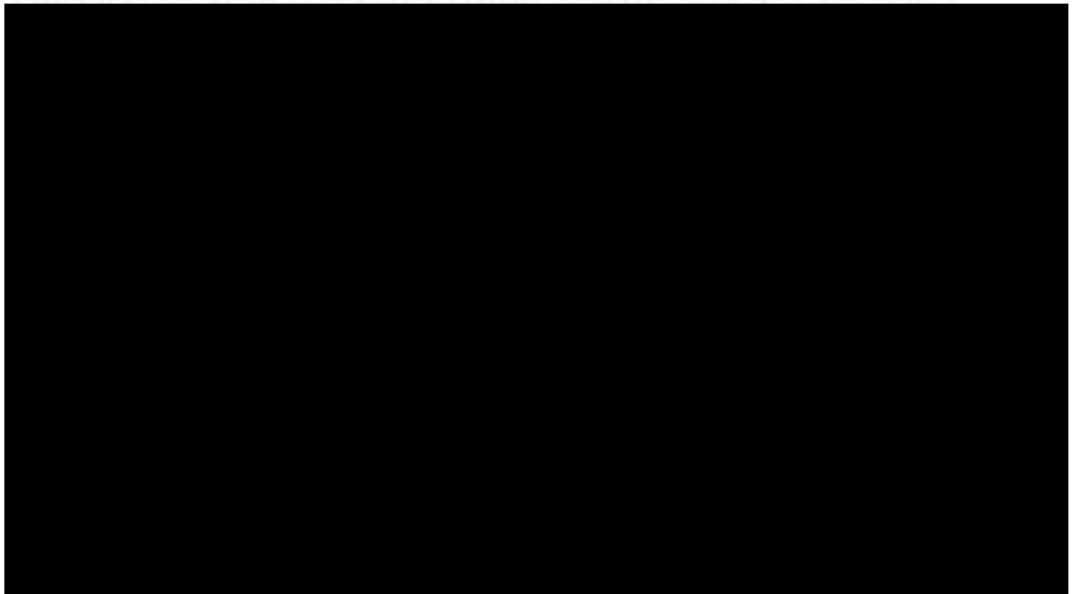
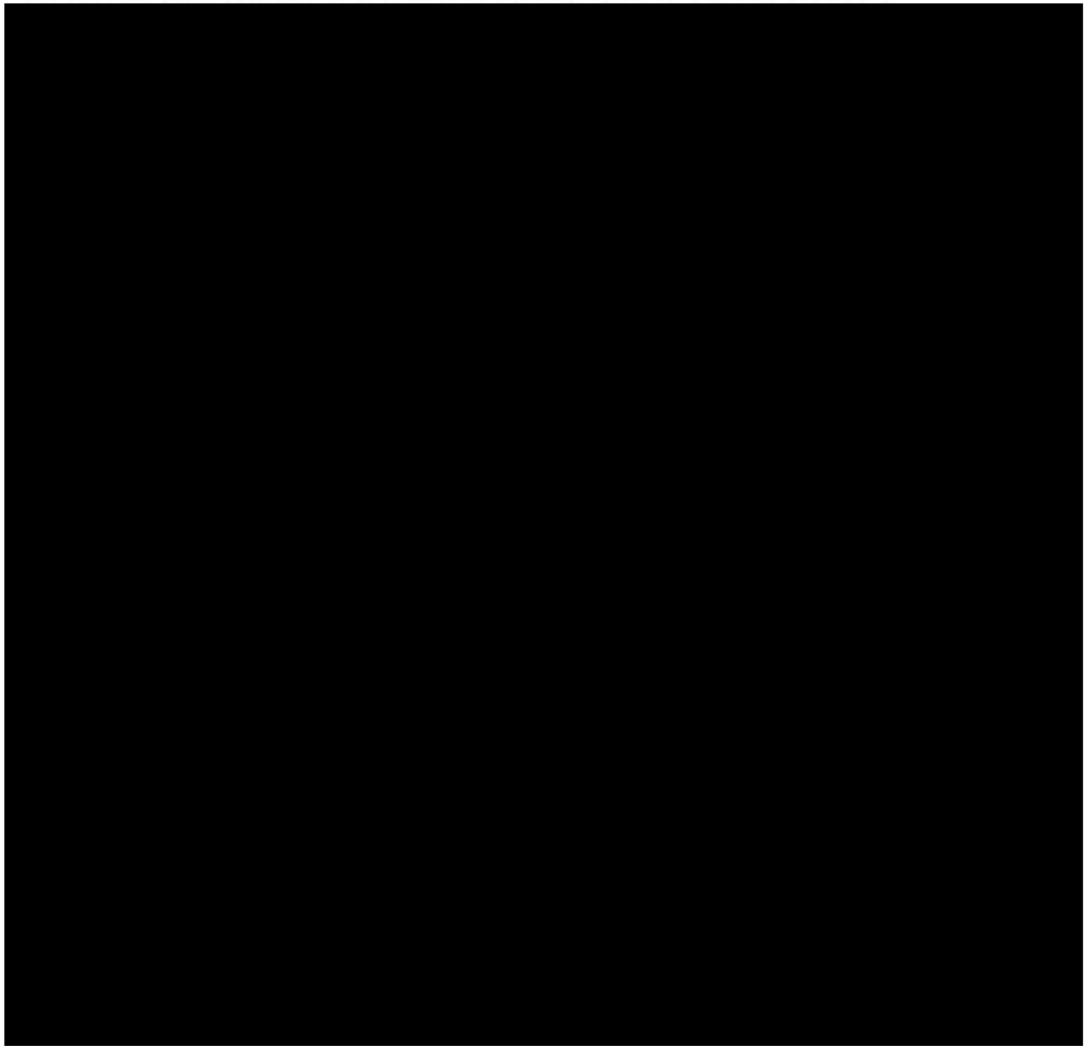
331 Bird Avenue
Buffalo, New York 14213
Phone: 716-806-1212
E-mail
Morris11@canisius.edu

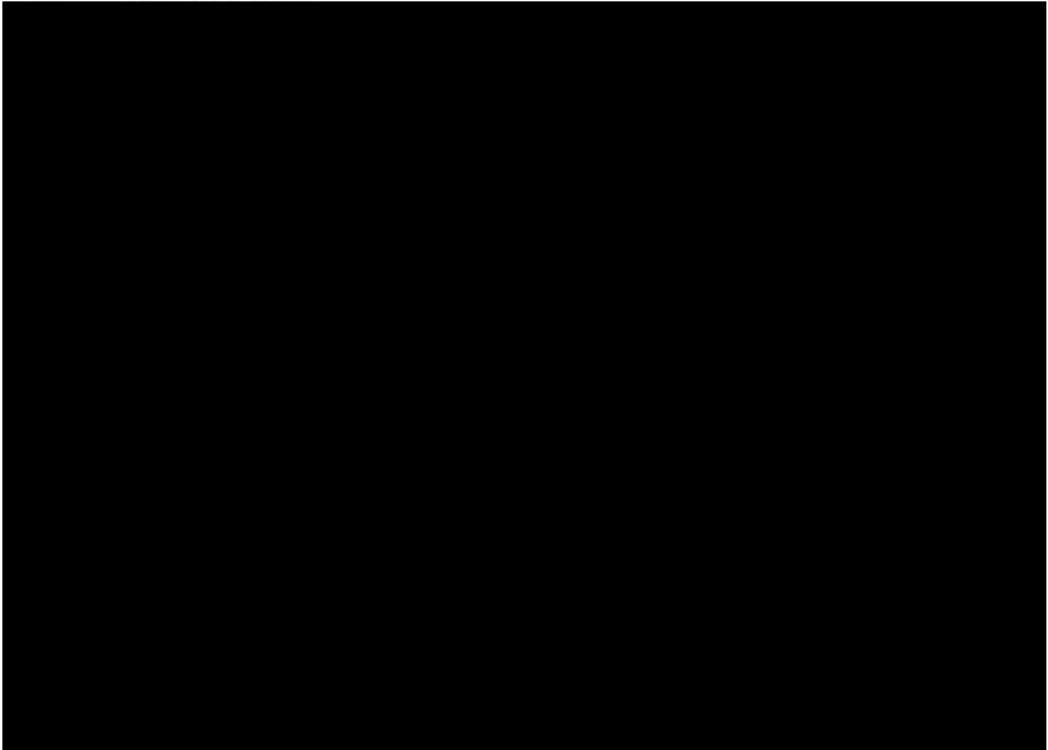
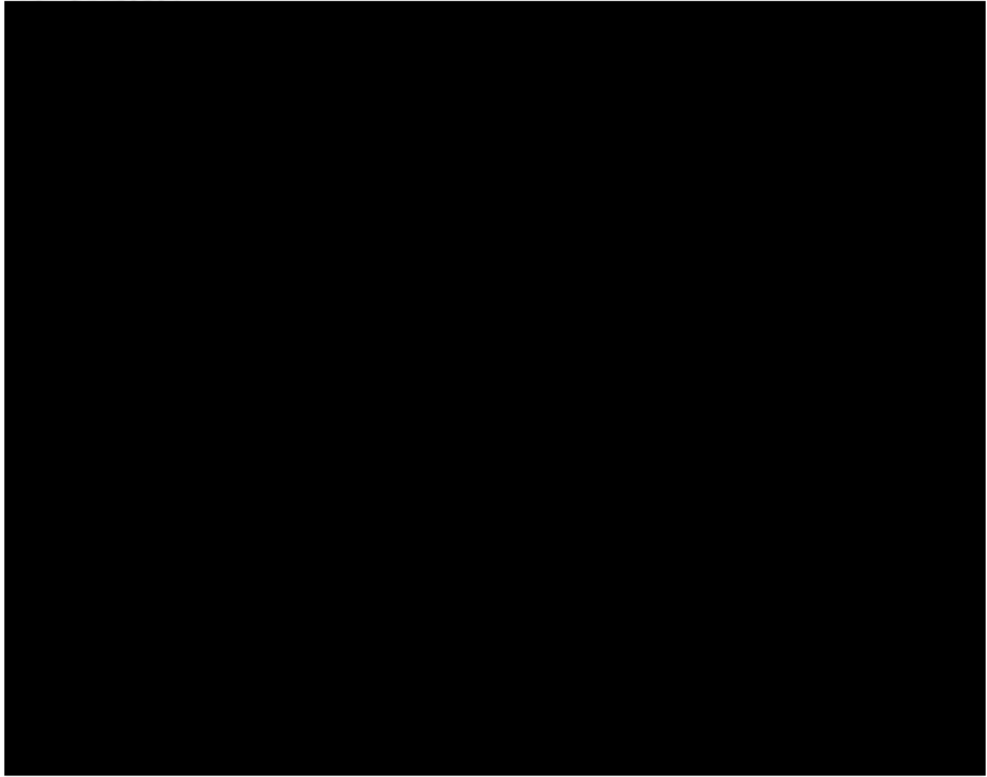
CORINNE M. MORRIS

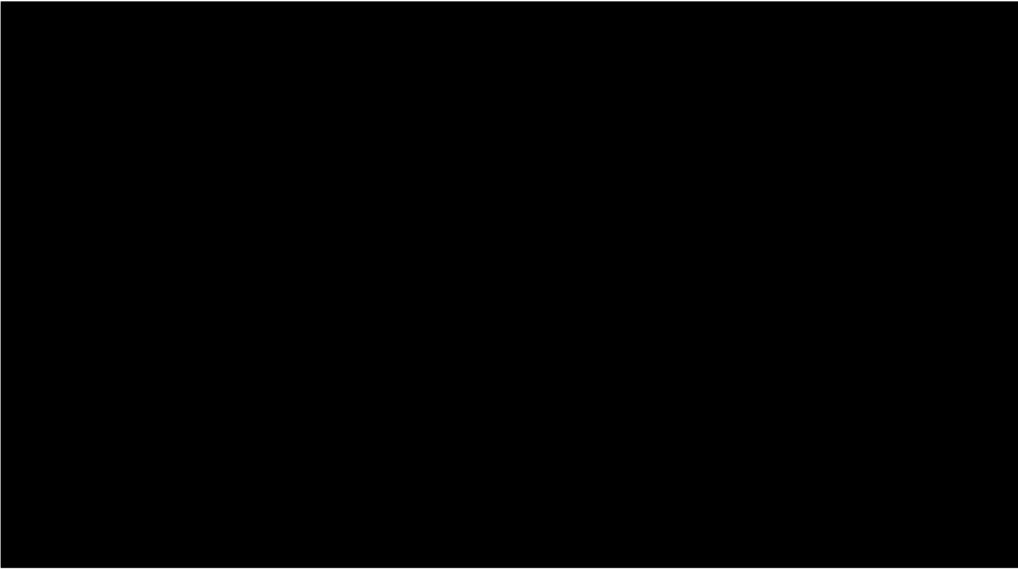
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PROFESSIONAL HISTORY









EDUCATIONAL HISTORY

2000-2006 *State University of New York at Buffalo*

Doctorate of Philosophy in Special Education

Dissertation topic: The social formation of identities through writing for students with emotional disabilities

Specialization: Strategies for at-risk students and students with significant behavioral disorders

2000 *Buffalo State College Buffalo, New York*

Masters of Science in Special Education

Specialization: Learning and Behavioral Disorders

1997 *Daemen College, Amherst, New York*

Bachelor of Science in Special and Elementary Education

Specialization: Psychology

Cum Laude graduate

PROFESSIONAL ORGANIZATIONS

National At-Risk Education Network

Association of Youth Ministry Educators

Council for Exceptional Children (CCBD)

Association of New York for the Severely Emotionally Disturbed
American Educational Research Association
Association for Teacher Education
National Professional Development School Association

COURSES TAUGHT

Introduction to special education
Introduction to educational research
Language, cognition and writing
Assessment and development
Applied behavioral analysis
Assessment in literacy
Behavior modification and classroom management models
Strategies for students with emotional disabilities
Methods for teaching language arts
Theories of mild disabilities
Strategies and methods for Children with Learning Disabilities
Project one: Thesis component
Advisor and reader for educational theses
Seminar in Teaching and Assessment
Student teaching supervision
Pre Student Teaching Seminar
Psychological Implications of disabilities in society

SCHOLARY PUBLICATIONS AND ACTIVITIES

Workshops and trainings

- Have attended numerous professional conferences describing such topics as developing resiliency in adolescents, fostering a caring environment for troubled students, meeting the new standards with at-risk students, and teaching in a collaborative model. Attended a 30-hour weekend conference in the Black Hills, South Dakota describing psycho-educational, therapeutic techniques to develop intrinsic responsibility for delinquent and at-risk youth.
- Have been a part of developing a curricula for world history secondary subject area, within the New York State guidelines.
- Was a part of a task-group to explore the use of peer-mediation with at-risk students.
- Part of summer institute that consisted of training staff through the Western

New York School Support Center on infusing the Six-Traits writing approach into one's existing language arts curriculum, July 2003

- Interactive workshop presentation for the Buffalo Literacy Project, May 2003.
- Involved in training over 100 elementary teachers in the use of the Six-traits approach to writing instruction. Workshop, and Large group presentations were utilized. Intense follow-up with four of the schools was provided for six months after initial training
- Represented Medaille College at an intensive workshop and training on Universal Design for All Learners presented in conjunction with the Higher Education Task Force.
- Am current member of New York Higher Education Support Center for SystemsChange study group regarding Quality indicator review for delivery of special education services.
- Parent Network "Train the Trainer"...

Journal Articles (referred)

- Currently have one manuscript submitted to Preventing School Failure in November 2007. The topic regards quantitative results of a peer revision intervention in writing for students with EBD.
- Submitted a manuscript to Exceptionality: A special Education Journal in May of 2008 regarding single subject research with a self contained EBD class in English Language Arts.
- Submitted a co-authored article to Education and Treatment of Children in January 2008 on peer conversations and teacher expectations within a social capital framework for students with sever behavioral disorders.
- Currently working on a submission for Summer of 2008 which examines the validity of the label of emotional disabilities and how teacher expectations affect student outcomes through a social capital lens with transactional theory tenets.

Scholarly Paper Presentations

National

- Morris, C (2008). *The Final Countdown: Teacher Perceptions and Expectations for Students with Emotional and Behavioral Disorders*. Presented an interactive session on how teacher perceptions shaped transition outcomes for students with EBD. Collaborative format with two graduate students using case study methodology. Presentation was scheduled February 26, 2008 by the Association for Teacher Educators in New Orleans.
- Morris, C., O'Dell, R. (2007). Co-presented a presentation with a Buffalo

State Professor entitled *Making or Breaking Prodigal Prizes*. Topic regarding how low social capital relationships hinder academic outcomes for students with EBD. Conference was the Teacher Educators for children with Behavioral Disorders in Phoenix, AZ.

- Morris, C (2007). *Recovering Lost Prizes*. Presented holistic model regarding teaching self-determination and empowerment to at-risk/ EBD students for National At Risk Education Network in Panama City, FL. Model is in formative stage, seeking grant funding for pilot project in Buffalo high-need schools.
- Collins, J., Leavitt, K. & Kindzienski, C. (2004, December) *Six in the City*: Part of a multi-disciplinary group presentation regarding bridging the cognitive gap between reading and writing processes for special education learners. Paper presented at the National Reading Conference, San Antonio, TX.
- Chrystal, C., Kindzienski, C., O'Dell, R. & Woodard, J. (2001, April). *A therapeutic milieu*. Paper presented at the Council for Exceptional Children, New York, NY.
- Kindzienski, C. (2005, April). *It's fine the way it is!* Presented a poster describing effective modeling of revision strategies to struggling writers at national Council for Exceptional Children, Baltimore, April 2005.

Regional

- Kindzienski, C. (2004). *But I like it the way it is!* Panel presentation regarding effective revision methodology at graduate research symposium, State University of New York at Buffalo.
- Kindzienski, C. (2004). *It's fine the way it is!* Accepted to present a paper on peer revision discourse at the North American Educational Researchers Association, New York.
- Kindzienski, C. (2005). Presented dissertation research about socio-cultural learning strategies to symposium at Medaille College.
- Kindzienski, C., O'Dell, R. & Woodard, J. (2000, January). *Lost Prizes: Bridging the gap between students and teachers*. A panel presentation of teachers and students at the Association of New York for Severe Emotional Disabilities, Buffalo, NY.

Grants

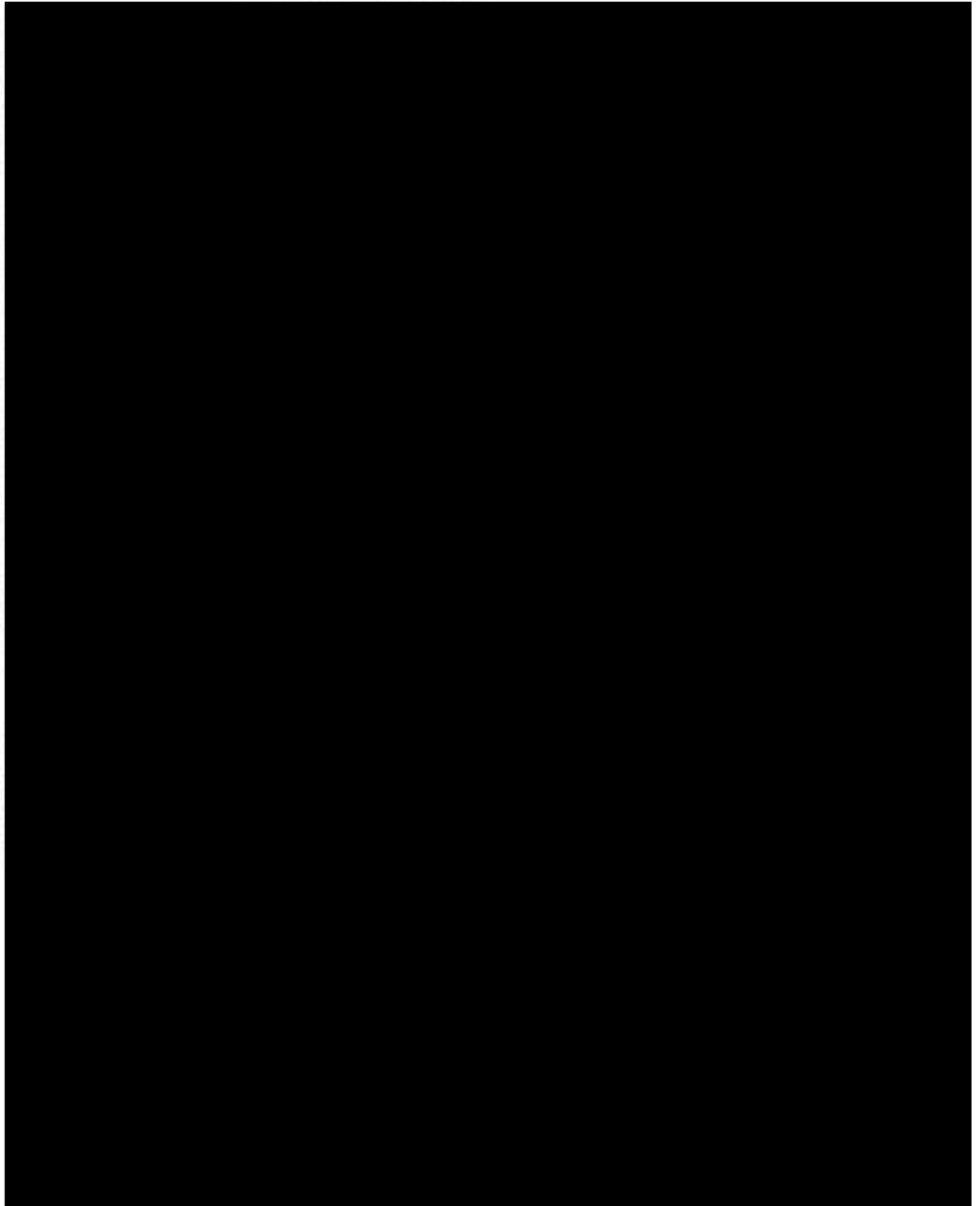
- May 2008: Mid-range (\$25,000) grant funded through Children's Guild which will involve utilizing parents as trainers for pre-service special education teacher. Parents and college faculty will enhance the teaching and interaction skills of student teachers over a three day training period.
- April 2008: Small college-funded (\$2500) awarded collaborative grant to examine elementary children's view of multiculturalism, stereotypes and cultural/gender bias. Students will participate in a "mix it up" lunch with reflection activities. Children will then be interviewed about the process and discussions will be examined and analyzed for themes and patterns.

- Part of the development and implementation of a federal grant (NYSDOE) examining how learners with special needs utilize and develop cognitive strategies for writing instruction. Grant was approved in August of 2004 and will be funded for three years for 1.3 million dollars.
- Tested and assessed students as part of a grant that examined early literacy practices within Buffalo schools. Presented workshops to Ken-Ton school district regarding implementation of the Six-Traits writing approach with special needs learners. March 2003.

SERVICE

- 2008 Am part of a PDS team for Tapestry local charter school in Buffalo
- 2008 Serve on the board for Tapestry Charter School
- 2008 Volunteered at Compass House for homeless and runaway youth
- 2008 Work with Peace of the City Summer Camp program to mentor and develop marketable skills for urban youth on the west side of Buffalo.
- 2007 Arranged student partnerships at Compeer as a teen mentor
- 2006 Work as a leader in adolescent youth ministry at Rochester Christian Church: Rochester, NY
- 2005 Established a tutoring program for struggling students in local schools as ELA prep
- 2004 Worked with committee to recruit at-risk youth for program to introduce youth to college
- 2003** Graduate Student Association
- 2002 Served at local Hospice

Professional References



**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: Tapestry Charter School
2. Trustee's name (print): Carinne M Morris
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Trustee
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: 848 [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>	<i>write "NONE" if any</i>	<i>NONE</i>	<i>Do "NONE" this space blank</i>	<i>NONE</i>

Alexis A. Mouri

 Signature

5-30-08

 Date



FAX Cover Sheet

www.canisius.edu

to

Person

Fax Number (518) 427-6510

Company Charter Schools Institute

Department

from

Person Connie Morris

Fax Number

Department Teacher Education
(Special Education)

Time 2 pm

number of pages (including this
name) 16

message Trustee application

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
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13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, John D. Cook, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

John D. Cook
Signature

December 13, 2002
Date

██████████
██████████
Buffalo, New York ██████████

December 13, 2002

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, New York 12207

To Whom It Concerns:

The following is provided in response to your request for information from prospective charter school board members. Please feel free to call me at 716 837-5784 with any questions or if you require additional information.

Background

1. Resume enclosed
2. I was at least eighteen years old by January 1, 2002.
3. The current president of the board of directors of the Tapestry Charter School informed me that the board had openings. I had learned of the school's opening through media reports and conversations with friends, acquaintances and colleagues.
4. I am interested in serving on the board of directors as I am interested in and supportive of the Tapestry School's mission, and I feel I have some talents and abilities that may contribute to the school's growth and development that will (indirectly) help the students at the school.
5. I have served on a number of not-for-profit boards (see resume).

Conflict of Interest

6. I know several current members of the Tapestry Charter School board of directors. One board member is a parent of a child who attends the same day care center as my child; I used to work as an attorney with the husband of another board member and I attended law school with another. I know the president of the board through informal contacts and our mutual interest in charter school development.
7. Neither my spouse nor I know any current or former school employees.
8. Neither my spouse nor I know of anyone doing, or planning to do any business with the school.
9. No one in my family or my spouse's family anticipates doing any business with the school.
10. NA
11. NA
12. NA
13. NA
14. There are no legal or ethical conflicts of interest that would arise from my service as a board member.

15. If I became aware of a board member engaged in self-dealing I would notify the president of the board as soon as possible and ensure that the potential conflicts of interest were disclosed to the board and that all appropriate actions would be followed. These actions would include (1) the self-dealing board member would excuse himself or herself from certain meetings, (2) he or she would disclose all material information pertinent to the self-dealing, (3) the self-dealing would be terminated as appropriate, and (4) if necessary the board member would resign or be terminated from the board.

Educational Philosophy

16. I understand that the Tapestry Charter School's mission is to provide a challenging educational program in which students are encouraged to become independent and self-directed learners. Parent involvement and progressive, interdisciplinary teaching techniques are highly valued, and the school is committed to serving a culturally, racially and socio-economically diverse student body.
17. I am familiar with the educational program of the school.
18. I believe a successful school is one in which all students are simultaneously challenged and nurtured so that they develop their full potential. Some of the many steps a school must take to ensure success is to foster excellence in teaching (hiring, retention and training), adopt an effective philosophy and curriculum, foster parental support and take steps to reasonably measure student performance. A culture of dedication to excellence, accountability and responsibility are all key to this effort.
19. Charter school board members should provide the general oversight to ensure that the qualities described above are present. Board members should be actively involved in the long-range planning and policy setting, but should not be intrusive in the day-to-day operations of a school (or any other organization).
20. I have read the school board's by-laws and conflict of interest policies (Certification Attached)

Very truly yours,



John D. Craik

Enc.

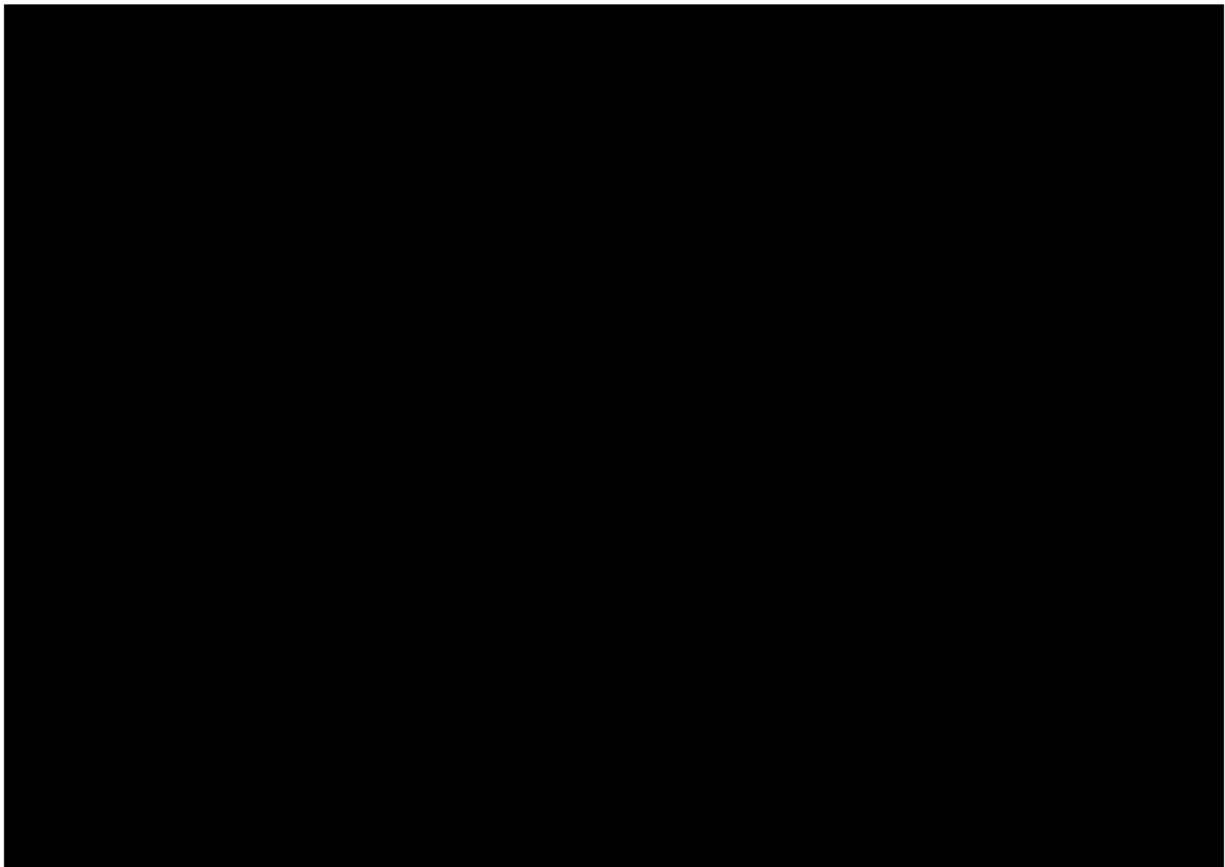
John D. Craik

Buffalo, New York

ACHIEVEMENTS AND ABILITIES

- 10 years successful leadership in innovative program planning, implementation, evaluation and funding
- Excellent corporate and community relations experience resulting in more than 100% organizational growth (budget, staff, outreach and donor base)
- Strong analytical skills and legal background with emphasis on community development
- Superior public speaking, networking and relationship-building skills
- Successful grant-writer securing more than \$1 million in grant awards

RELATED EMPLOYMENT





EDUCATION

State University of New York at Buffalo, School of Law

J.D. 1994, *Magna cum laude*

- Buffalo Law Review - Editor in Chief
- Jessup Moot Court Competition - Regional Competition Winner
- Robert J. Connelly Award for Excellence in Trial Advocacy

Cornell University, Industrial and Labor Relations

B.S. 1986, Major in Human Resource Management

PERSONAL

Contributing columnist to *Traffic East* magazine and occasional triathlete

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

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2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
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12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Carolyn P. Dukam MS certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

CP Dukam
Signature

6/8/03
Date

Carolyn Piver Dakarm M.D.
Prospective Parent Trustee, Tapestry Charter School, Buffalo, New York
Request for information from Prospective Charter School Board Members

Background

1. See CV
2. See CV
3. I became aware of the Tapestry Charter School from our neighbor whose daughter had started first grade at Tapestry during the 2001-2002 school year. We entered our son, [REDACTED] in the lottery for the 2002-2003 kindergarten class. [REDACTED] is now completing kindergarten this month, and our entire family is thrilled with what a wonderful experience this year has been. [REDACTED] learned to read in the first 2 months of school, has thrived both academically and developmentally and is disappointed that "there is no school during the summer."
4. I decided to enter my name as a candidate for the Parent Trustee position on the Board of Trustees because I believe in the mission of Tapestry and feel privileged to have my child (and his brother in 2004) enrolled there.
5. I have not previously served on a school board.

Other experience/ skills:

I am a pediatrician who specializes in the medical treatment of anorexia and bulimia and the director of The Center for Eating Disorders at Sisters Hospital. I completed a subspecialty fellowship in adolescent medicine and therefore have experience with issues of development and self-esteem. In addition, before medical school, I was a teacher at a school in New York City that had a similar educational philosophy to Tapestry's.

Conflict of interest

6. We have met the board members who are also parents of students at Tapestry Charter School through school functions.
7. Prior to our son's enrollment at Tapestry Charter School, we did not know any employees at the school. Since that time we have met all of the teachers and staff and are unbelievably impressed with their dedication, creativity and warmth.
8. No.
9. No.
10. No.
11. No.
12. No.
13. No.
14. None.

15. I would raise my concerns and any objective data to the Board of Trustees and follow the appropriate actions as outlined in the Bylaws of the Tapestry Charter School.
16. The Tapestry Charter School's philosophy emphasizes the importance of self-directed learning and interdisciplinary teaching, with a special focus on social responsibility. This combination extends beyond academic development to development of the whole person.
17. I am familiar with the educational program at Tapestry as a parent of a kindergarten student. I have witnessed the supportive, non-competitive nature of the multi-age classroom. Each student learns more than the subject material; they also learn how to learn from, and how to teach, peers.
18. A nurturing, caring environment sets the stage for learning. A school where students feel safe to explore academic material, learn about themselves and take risks is a successful school. The Board is responsible for ensuring that the environment is nurturing and safe for all students. It is responsible to ensure that all teachers and staff are carrying out its stated mission.

Other:

19. The role of a public charter school board member is to uphold the mission of the school and oversee the management of the school, including finances and human resources.
20. I affirm that I have read the school board's by-laws and conflict of interest policies.
21. N/A.

CAROLYN PIVER DUKARM, M.D.

[Redacted]

Buffalo, New York

E-mail

[Redacted]

Buffalo, New York

[Redacted]

Personal Data

[Redacted]

Education

Postgraduate

University of Rochester School of Medicine
Rochester, New York
Fellowship, Adolescent Medicine: 1994 – 1997

Children's Hospital of Buffalo
University at Buffalo School of Medicine
Buffalo, New York
Residency, Podiatrics: 1989 – 1992

Graduate

University at Buffalo School of Medicine
Buffalo, New York
M.D. – 1989

Undergraduate

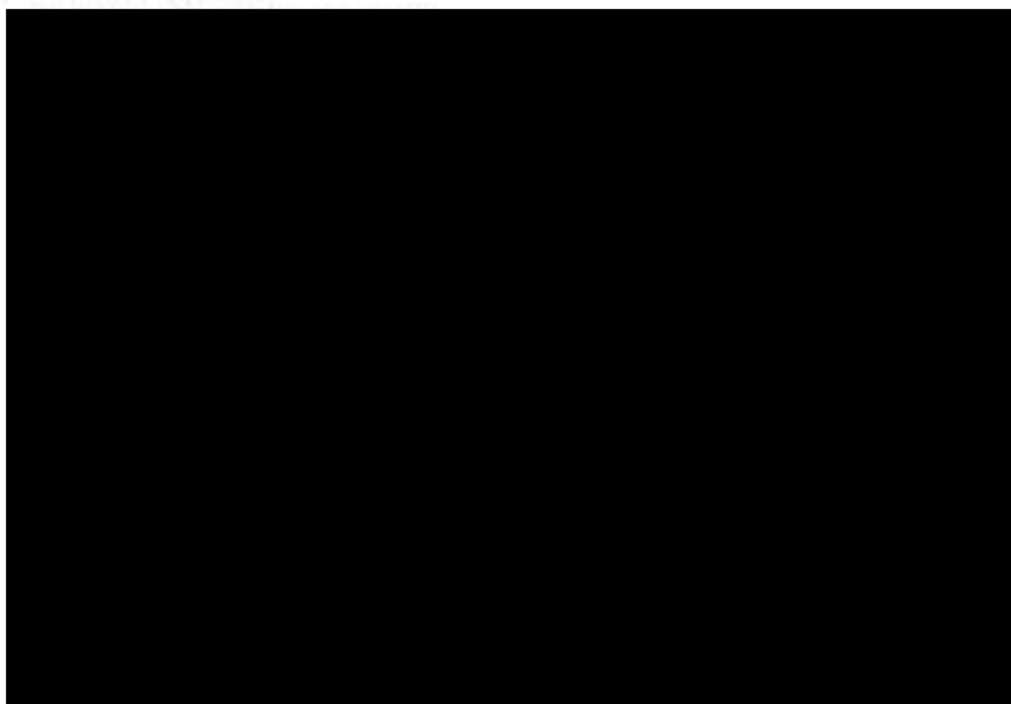
Denison University
Granville, Ohio
B.A. – 1984, Magna Cum Laude

High School

Nichols School
Buffalo, New York
1980

CAROLYN PIVER DUKARM, M.D., Continued

Professional Positions



Honors and Awards

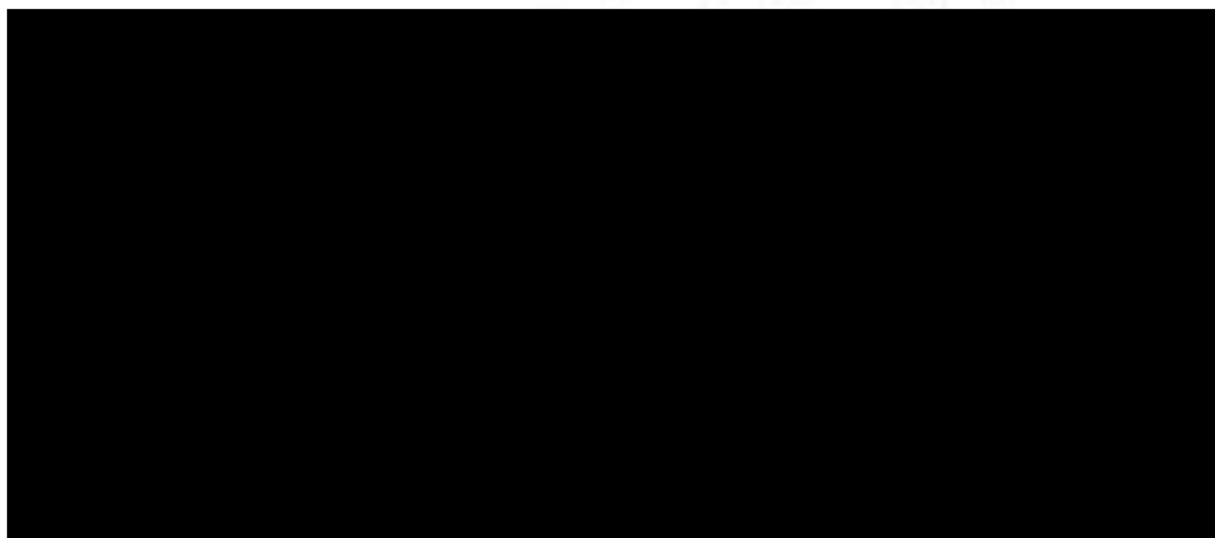
- Samuel W. Clausen Award, Department of Podiatrics, University of Rochester School of Medicine, 1996
- Pediatric Award for Excellence, University at Buffalo School of Medicine, 1989
- AMA Western Student Medical Research Forum Meritorious Research Award, 1989
- National Institute of Health Oncology Fellowship, Roswell Park Cancer Institute, 1986
- Phi Beta Kappa (National Honor Society), 1984
- Omicron Delta Kappa (National Leadership Honor Society), 1984
- Psi Chi (National Psychology Honor Society), 1984
- Columbus Chamber of Commerce Award, 1984
- Denison University Panhellenic Scholarship Award, 1984
- Who's Who Among Universities and Colleges, 1984

CAROLYN PIVER DUKARM, M.D., Continued

Professional Societies

Academy for Eating Disorders, 1996 – present
Society for Adolescent Medicine, 1994 – present
American Medical Student Association, 1985 – 1989
Phi Beta Kappa, 1984

Professional Activities



Research Funding

Samuel W. Clausen Fellowship Award
Primary Investigator
University of Rochester School of Medicine, Department of Pediatrics,
Project: The Effect of Carbohydrate Intake on Symptoms of Bulimia (\$5,000)
1996-1997

CAROLYN PIVER DUKARM, M.D., Continued

Publications

Articles

Kreipe RE, Dukarm CP. Eating Disorders in Adolescents and Older Children. *Pediatrics in Review*, 1999; 20(12): 410 – 421

Dukarm CP, Byrd RS, Auinger P, Weitzman M. Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Archives of Pediatrics and Adolescent Medicine*, 1996; 150: 797 – 80.

Dukarm CP, Holl JL, McAnarney ER. Violence Among Children and Adolescents and the Role of the Pediatrician. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 5 – 15.

Kreipe RE, Dukarm CP. Outcome of Anorexia Nervosa Related to Treatment Utilizing an Adolescent Medicine Approach. *Journal of Youth and Adolescence*, 1996; 25(4): 483 – 497.

Kreipe RE, Lewand AG, Dukarm CP. Outcome for Patients with Bulimia and Breast Hypertrophy after Reduction Mammoplasty. *Archives of Pediatrics and Adolescent Medicine*, 1997; 151: 176 – 180.

Piver CJ, Messina AL, Brecher M, Zevon M. Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. *Illness, Crisis, and Loss* 1993; 3(4), 1 – 11.

Book Chapters

Dukarm CP, Munson S. Eating Disorders. In: *Child and Adolescent Mental Health*. Kaye D, Montgomery M, Munson S, eds., Baltimore: Lippincott, Williams and Wilkins, 2002.

Dukarm CP. Anorexia Nervosa. In: *Mosby's Pediatric Clinical Advisor*. Garfunkel L, Kaczorowski J, eds., St. Louis: Mosby, 2000.

Dukarm CP, McAnarney ER. Physical Conditions in Adolescence. In: *The Merck Manual, Seventeenth Edition*, Beers M, Berkow R, eds., Rahway: Merck and Co., Inc. 1999, 2427 – 2431.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Book Chapters, continued

Dukarm CP, McAnarney ER. Puberty and Problems in Adolescents. In: *The Merck Manual of Medical Information - Home Edition*. Berkow R, Beers M, Fletcher A, eds., Rahway: Merck and Co., Inc., 1997, 1254 - 1259.

Kreipe RE, Hedberg VA, Klein JD, Mitan LA, DiMeglio G, **Dukarm CP.** Adolescent Health. U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Bureau of Primary Health Care, National Health Service Corps. Educational Program for Clinical and Community Issues in Primary Care: (under contract with American Medical Student Association/Foundation) 1996.

Other publications

Dukarm CP (book review). *Children and Violence*, by Chiland, C and Young, JG. Northvale, NJ: Jason Aron, Inc., 1994. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 162 - 163.

Piver CJ (letter to the editor). Residency Training Under New York's New Regulations. *New England Journal of Medicine* 1991; 324: 273 - 274.

Abstracts

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Association of Disordered Eating and Risk Taking Behavior. *Journal of Adolescent Health* 1998; 22: 178. Presented at the Society for Adolescent Medicine, March 7, 1998, Atlanta, Georgia.

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Relationship between Socioeconomic Status and Disordered Eating Behavior. *Pediatric Research* 1997; 40:3A. Presented at the Society for Pediatric Research, May 2, 1997, Washington D.C.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Abstracts, continued

- Dukarm CP**, Byrd RS, Auinger P, Weitzman M (abstract). Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Pediatric Research* 1996; 39: 3A. Presented at the Society for Pediatric Research, May 9, 1996, Washington D.C.
- Kreipe RE, Lewand AG, **Dukarm CP**, Caldwell E. (abstract). Breast Reduction in Adolescents with Bulimia Nervosa and Macromastia. *Pediatric Research* 1996; 39: 6A. Presented at the Society for Pediatric Research, May 7, 1996, Washington D.C.
- Piver CJ** Litt IF (abstract). Rubella Susceptibility in an Adolescent Female Population. *Pediatric Research* 1989. Presented at the Western Society for Pediatric Research, February, 1989.
- Piver CJ**, Messina AL, Brecher M, Zevon M (abstract). Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. Presented at the Society for Behavioral Medicine, October, 1988.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

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Tina Houston McCrea

[REDACTED]

Buffalo, New York

[REDACTED]

[REDACTED]

PROFESSIONAL SUMMARY

*Administrative experience with program planning, development, and quality assurance.

*Supervisory experience.

*Mental Health Counseling/Case Management experience.

*Experience in counseling persons with health-related illnesses.

EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



EDUCATION

State University of New York at Buffalo Emory University, Atlanta, Georgia

Master of Social Work, May 1994 Bachelor of Arts, Psychology, 1979

LICENSURE

Certified School Social Worker, 2002 Certified Social Worker, 1994

**RESPONSE TO REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

Background

1. A resume is attached for your perusal.
2. I have surpassed age 18.
3. I became aware of the Tapestry Charter School through a colleague whose son attends school there. A parent/Board member informed me of an opening on the board and inquired about my interest.
4. I am truly impressed with the educational programming and operation of the Tapestry Charter School. The Administrators are concerned, involved, and accessible. The staff are well qualified and committed; and the children appear genuinely motivated within their creative learning environment. In light of my experience with Head Start, program planning and development with the New York State Office of Mental Health, and current employment with the Board of Education, I am confident my contribution to the charter school board would be significant.
5. Previous board service includes: The Mental Health Association of Erie County, The State University of New York at Buffalo School of Social Work Alumni, and The First Shiloh Christian High School. I am knowledgeable and experienced in the areas of child development, program planning and monitoring, collaborative agreements, staff training, policy/report writing, and public relations activities, etc.

Conflict of Interest

6. I recently met four current charter school board members via the board interviewing process. I did not know them previously, nor personally.
7. I do not know any of the school employees.
8. I do not know any persons with plans to conduct business with the charter school.
9. I do not plan to conduct business with Tapestry Charter School.
10. I do not know of any persons affiliated with an educational service provider.
11. I have no interest or ownership relative to an educational service provider.
12. I am not conducting any business with an educational service provider.
13. I am not, in any role, associated with an organization that may have filed an application in conjunction with the Tapestry Charter School.

14. I can identify no potential conflicts that would prevent me from service approval to the board.

15. Many variables come into play when a suspicious situation arises. I may respond in any number of ways, depending upon the facts. However, very generally speaking, I would first share my concerns with another board member for validation purposes. We could then decide next steps, i.e. confronting the board member in question, or presenting the matter to the board chairperson, for resolution.

Educational Philosophy

16. It is my understanding that the mission of Tapestry Charter School is to provide a learning center that offers challenging educational opportunities in a multi-age setting.

17. Having a son who attends Tapestry affords me the opportunity to become quite familiar with the educational program of the school. I can also attest to the fact that the program is effective in meeting the goals.

18. Some characteristics of a successful school include: a safe environment with adequate space and an atmosphere that is conducive to learning; knowledgeable staff who have a passion for teaching children, and whom possess the appropriate educational background, temperament, and sensitivity for doing so; an age-appropriate, diverse, multicultural curriculum that would equip students with the necessary skills for success both within and outside of, the school environment; parent involvement and partnership between school, community, and home; the resources necessary to ensure that each child has what they need to achieve academic success, i.e. staffing, materials, small class sizes, supportive services, nursing services, social work services etc; "special" classes, such as art, music, physical education, foreign language, dance, computer, and library access, as well as sporting events and opportunities for social interaction; field trips; a process for monitoring and evaluation of the program, staff, and students; administration and staff cohesiveness and accessibility; proper licensing and accreditation; and multi-age students from families of diverse cultural, racial, and socio-economic backgrounds.

The Tapestry Charter School Board of Trustees will be most effective in ensuring the success of the school by being knowledgeable of their role, and acting responsibly in accordance with the New York State Guidelines for Not-For-Profit Board Members. In addition, cohesiveness amongst members, communication with administration (or staff, as necessary), participation in school events, and positive representation to the overall community, will ensure success.

19. It is my understanding that the appropriate role of a board member includes managing the organization, making decisions crucial to the life and direction of the organization, and fulfilling fiduciary duties to the organization and the public it serves. All duties are to be exercised with two overriding responsibilities: to insure that (1) the charitable purposes of the organization are carried out, and (2) none of its assets are wasted or diverted for private benefit.

20. I have read the school board's by-laws and conflict-of-interest policies.

21. I appreciate the opportunity, and am looking forward to serving on the Tapestry Charter School Board of Trustees.



Charter Schools Institute
State University of New York

**Request for Information from Prospective
Charter School Board Members**

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-6277
Fax: 518-427-6510

RECEIVED

JUN 30 2003

Charter Schools Institute

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Carolyn P. DeKam MS certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

CP DeKam
Signature

6/8/03
Date

Carolyn Piver Dukarm M.D.
Prospective Parent Trustee, Tapestry Charter School, Buffalo, New York
Request for information from Prospective Charter School Board Members

Background

1. See CV
2. See CV
3. I became aware of the Tapestry Charter School from our neighbor whose daughter had started first grade at Tapestry during the 2001-2002 school year. We entered our son, Ryan, in the lottery for the 2002-2003 kindergarten class. Ryan is now completing kindergarten this month, and our entire family is thrilled with what a wonderful experience this year has been. Ryan learned to read in the first 2 months of school, has thrived both academically and developmentally and is disappointed that "there is no school during the summer."
4. I decided to enter my name as a candidate for the Parent Trustee position on the Board of Trustees because I believe in the mission of Tapestry and feel privileged to have my child (and his brother in 2004) enrolled there.
5. I have not previously served on a school board.

Other experience/ skills:

I am a pediatrician who specializes in the medical treatment of anorexia and bulimia and the director of The Center for Eating Disorders at Sisters Hospital. I completed a subspecialty fellowship in adolescent medicine and therefore have experience with issues of development and self-esteem. In addition, before medical school, I was a teacher at a school in New York City that had a similar educational philosophy to Tapestry's.

Conflict of interest

6. We have met the board members who are also parents of students at Tapestry Charter School through school functions.
7. Prior to our son's enrollment at Tapestry Charter School, we did not know any employees at the school. Since that time we have met all of the teachers and staff and are unbelievably impressed with their dedication, creativity and warmth.
8. No.
9. No.
10. No.
11. No.
12. No.
13. No.
14. None.

15. I would raise my concerns and any objective data to the Board of Trustees and follow the appropriate actions as outlined in the Bylaws of the Tapestry Charter School.
16. The Tapestry Charter School's philosophy emphasizes the importance of self-directed learning and interdisciplinary teaching, with a special focus on social responsibility. This combination extends beyond academic development to development of the whole person.
17. I am familiar with the educational program at Tapestry as a parent of a kindergarten student. I have witnessed the supportive, non-competitive nature of the multi-age classroom. Each student learns more than the subject material; they also learn how to learn from, and how to teach, peers.
18. A nurturing, caring environment sets the stage for learning. A school where students feel safe to explore academic material, learn about themselves and take risks is a successful school. The Board is responsible for ensuring that the environment is nurturing and safe for all students. It is responsible to ensure that all teachers and staff are carrying out its stated mission.

Other:

19. The role of a public charter school board member is to uphold the mission of the school and oversee the management of the school, including finances and human resources.
20. I affirm that I have read the school board's by-laws and conflict of interest policies.
21. N/A.

CAROLYN PIVER DUKARM, M.D.

[REDACTED]
Buffalo, New York

E-mail [REDACTED]

[REDACTED]
Buffalo, New York
[REDACTED]

Personal Data

[REDACTED]

Education

Postgraduate

University of Rochester School of Medicine
Rochester, New York
Fellowship, Adolescent Medicine: 1994 – 1997

Children's Hospital of Buffalo
University at Buffalo School of Medicine
Buffalo, New York
Residency, Pediatrics: 1989 – 1992

Graduate

University at Buffalo School of Medicine
Buffalo, New York
M.D. – 1989

Undergraduate

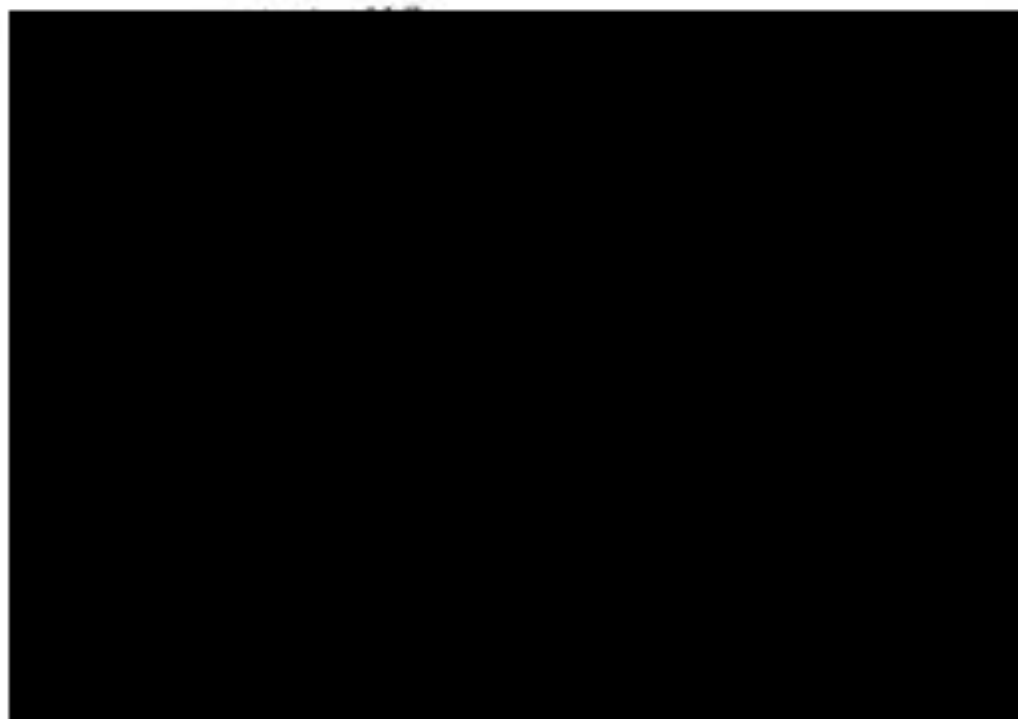
Denison University
Granville, Ohio
B.A. – 1984, Magna Cum Laude

High School

Nichols School
Buffalo, New York
1980

CAROLYN PIVER DUKARM, M.D., Continued

Professional Positions



Honors and Awards

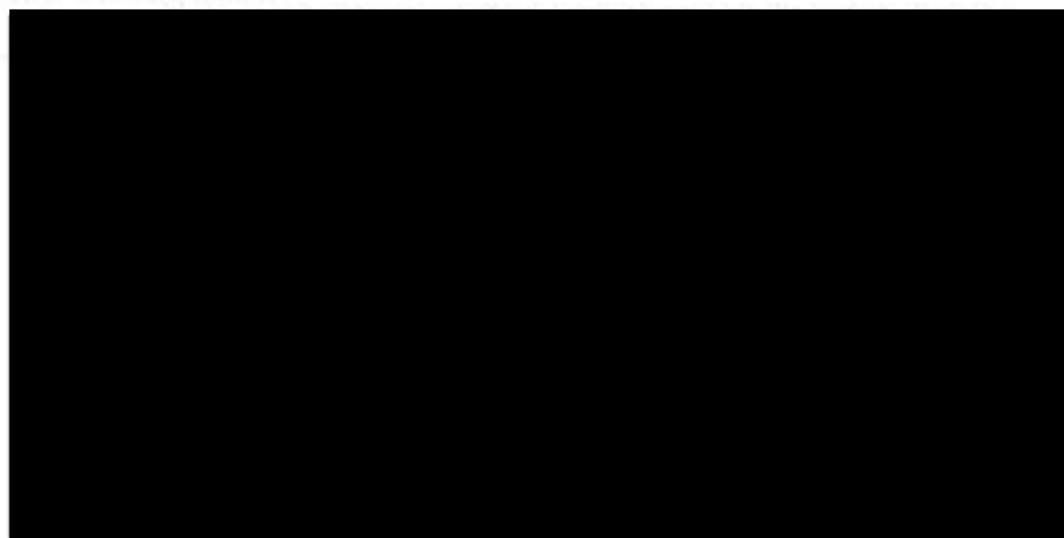
- Samuel W. Clausen Award, Department of Pediatrics, University of Rochester School of Medicine, 1996
- Pediatric Award for Excellence, University at Buffalo School of Medicine, 1989
- AMA Western Student Medical Research Forum Meritorious Research Award, 1989
- National Institute of Health Oncology Fellowship, Roswell Park Cancer Institute, 1986
- Phi Beta Kappa (National Honor Society), 1984
- Omicron Delta Kappa (National Leadership Honor Society), 1984
- Psi Chi (National Psychology Honor Society), 1984
- Columbus Chamber of Commerce Award, 1984
- Denison University Panhellenic Scholarship Award, 1984
- Who's Who Among Universities and Colleges, 1984

CAROLYN PIVER DUKARM, M.D., Continued

Professional Societies

Academy for Eating Disorders, 1996 – present
Society for Adolescent Medicine, 1994 – present
American Medical Student Association, 1985 – 1989
Phi Beta Kappa, 1984

Professional Activities



Research Funding

Samuel W. Clausen Fellowship Award
Primary Investigator
University of Rochester School of Medicine, Department of Pediatrics,
Project: The Effect of Carbohydrate Intake on Symptoms of Bulimia (\$5,000)
1996-1997

CAROLYN PIVER DUKARM, M.D., Continued

Publications

Articles

- Kreipe RE, Dukarm CP. Eating Disorders in Adolescents and Older Children. *Pediatrics in Review*, 1999; 20(12): 410 - 421
- Dukarm CP, Byrd RS, Auinger P, Weitzman M. Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Archives of Pediatrics and Adolescent Medicine*, 1996; 150: 797 - 80.
- Dukarm CP, Holl JL, McAnarney ER. Violence Among Children and Adolescents and the Role of the Pediatrician. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 5 - 15.
- Kreipe RE, Dukarm CP. Outcome of Anorexia Nervosa Related to Treatment Utilizing an Adolescent Medicine Approach. *Journal of Youth and Adolescence*, 1996; 25(4): 483 - 497.
- Kreipe RE, Lewand AG, Dukarm CP. Outcome for Patients with Bulimia and Breast Hypertrophy after Reduction Mammoplasty. *Archives of Pediatrics and Adolescent Medicine*, 1997; 151: 176 - 180.
- Fiver CJ, Messina AL, Beecher M, Zevon M. Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. *Illness, Crisis, and Loss* 1993; 3(4), 1 - 11.

Book Chapters

- Dukarm CP, Munson S. Eating Disorders. In: *Child and Adolescent Mental Health*. Kaye D, Montgomery M, Munson S, eds., Baltimore: Lippincott, Williams and Wilkins, 2002.
- Dukarm CP. Anorexia Nervosa. In: *Mosby's Pediatric Clinical Advisor*. Garfunkel L, Kaczorowski J, eds., St. Louis: Mosby, 2000.
- Dukarm CP, McAnarney ER. Physical Conditions in Adolescence. In: *The Merck Manual, Seventeenth Edition*, Beers M, Berkow R, eds., Rahway: Merck and Co., Inc. 1999, 2427 - 2431.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Book Chapters, continued

Dukarm CP, McAnarney ER. Puberty and Problems in Adolescents. In: *The Merck Manual of Medical Information - Home Edition*. Berkow R, Beers M, Fletcher A, eds., Rahway: Merck and Co., Inc., 1997, 1254 - 1259.

Kreipe RE, Hedberg VA, Klein JD, Mitani LA, DiMeglio G, **Dukarm CP.** Adolescent Health. U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Bureau of Primary Health Care, National Health Service Corps. Educational Program for Clinical and Community Issues in Primary Care: (under contract with American Medical Student Association/Foundation) 1996.

Other publications

Dukarm CP (book review). *Children and Violence*, by Chiland, C and Young, JG. Northvale, NJ: Jason Aron, Inc., 1994. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 162 - 163.

Fiver CJ (letter to the editor). Residency Training Under New York's New Regulations. *New England Journal of Medicine* 1991; 324: 273 - 274.

Abstracts

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Association of Disordered Eating and Risk Taking Behavior. *Journal of Adolescent Health* 1998; 22: 178. Presented at the Society for Adolescent Medicine, March 7, 1998, Atlanta, Georgia.

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Relationship between Socioeconomic Status and Disordered Eating Behavior. *Pediatric Research* 1997; 40:3A. Presented at the Society for Pediatric Research, May 2, 1997, Washington D.C.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Abstracts, continued

- Dukarm CP, Byrd RS, Avinger P, Weitzman M (abstract). Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Pediatric Research* 1996; 39: 3A. Presented at the Society for Pediatric Research, May 9, 1996, Washington D.C.
- Kreipe RE, Lewand AG, Dukarm CP, Caldwell E (abstract). Breast Reduction in Adolescents with Bulimia Nervosa and Macromastia. *Pediatric Research* 1996; 39: 6A. Presented at the Society for Pediatric Research, May 7, 1996, Washington D.C.
- Piver CJ, Lin IF (abstract). Rubella Susceptibility in an Adolescent Female Population. *Pediatric Research* 1989. Presented at the Western Society for Pediatric Research, February, 1989.
- Piver CJ, Messina AL, Brecher M, Zevon M (abstract). Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. Presented at the Society for Behavioral Medicine, October, 1988.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Nick Calabrese, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Nick Calabrese
Signature

7-26-04
Date

*Request for Information from
Prospective Charter
School Board Members*

Nicki McCullough Calabrese, PhD.
July 26, 2004

Background

- 1) My professional vitae is attached to this document.
- 2) Yes, I am more than 18 years of age.
- 3) I became aware of this opportunity to become a Tapestry Charter School board member through my affiliation with the Principal, Mrs. Joy Pepper. We have collaborated with Canisius college student field placements in this program.
- 4) As an educator in higher education in a city college, I am interested in being of service to a Charter Buffalo City School. Service to the community is part of Canisius College's mission. I believe this partnership could be beneficial for both Tapestry School and Canisius College.
- 5) I have not previously served on a school board. My knowledge, educational experiences and skills that are relevant to this position are included in my attached professional vitae.

Conflict of Interest

- 6) Presently, the only Board Member I know is the Principal, Mrs. Joy Pepper.
- 7) The only employees of Tapestry School that I know personally are the Principal and cooperating teachers that my students have worked with in the classrooms.
- 8) I have no knowledge of any business relationships Tapestry School has with anyone.
- 9) No one in my family conducts business with the Tapestry School.
- 10) I know no one who is affiliated with an educational service provider for Tapestry School.
- 11) I have no direct or indirect relationship with an educational service provider for Tapestry School.
- 12) I do not anticipate conducting business with an educational service provider for Tapestry School.
- 13) I have no association with any organizations, which have filed an application for conducting business in conjunction with the Tapestry Charter School.

- 14) I am unaware of any potential ethical or legal conflicts of interest with the Tapestry Charter School.
- 15) If aware of a board member's self-dealing, I would inform both the board member and the appropriate administrator.

Educational Philosophy

- 16) & 17) I believe that Tapestry School has a clear educational mission, in both theory and practice, which I applaud. In reviewing this mission, I believe its outstanding elements are:
- Education of the whole child: socially, emotionally, physically, and cognitively
 - Challenging curriculum, exceeding state standards
 - Inspired faculty and administration
 - Consideration of all intelligences, including the creative arts
 - Multi-age setting
 - Sensitivity to learning styles
 - Encouragement of independent, life-long learners
 - Diverse population
 - Progressive initiatives, such as: The Responsive Classroom,
The Child Development Project, and
The Work Sampling System

 - All necessary support services
 - Authentic assessment and documentation
 - Family and community involvement
 - Developmentally appropriate practices
- 18) I believe the elements noted in questions #16-17, combine to create a successful school environment for students, teachers, administrators, families, and communities. I believe the Board has already demonstrated the ability to help nurture Tapestry School. I feel it is inappropriate for me to offer any suggestions for the Board, until I have more familiarity with its operations.
- 19) I have read the booklet, *Right from the Start/ Guidelines for not-for-profit Board Members* by Attorney General, Eliot Spitzer. I find it to be both informative and helpful. It clearly delineates the role of a board member, including both duties and responsibilities.
- 20) Yes, I have read the Tapestry Schools School Board by-laws and conflict-of-interest policies.
- 21) Please advise me if any other pertinent information would be helpful for this review.

Revised 10/03

NICKI McCULLOUGH CALABRESE Ph.D.

..... curriculum vitae
Buffalo, New York

EDUCATION:

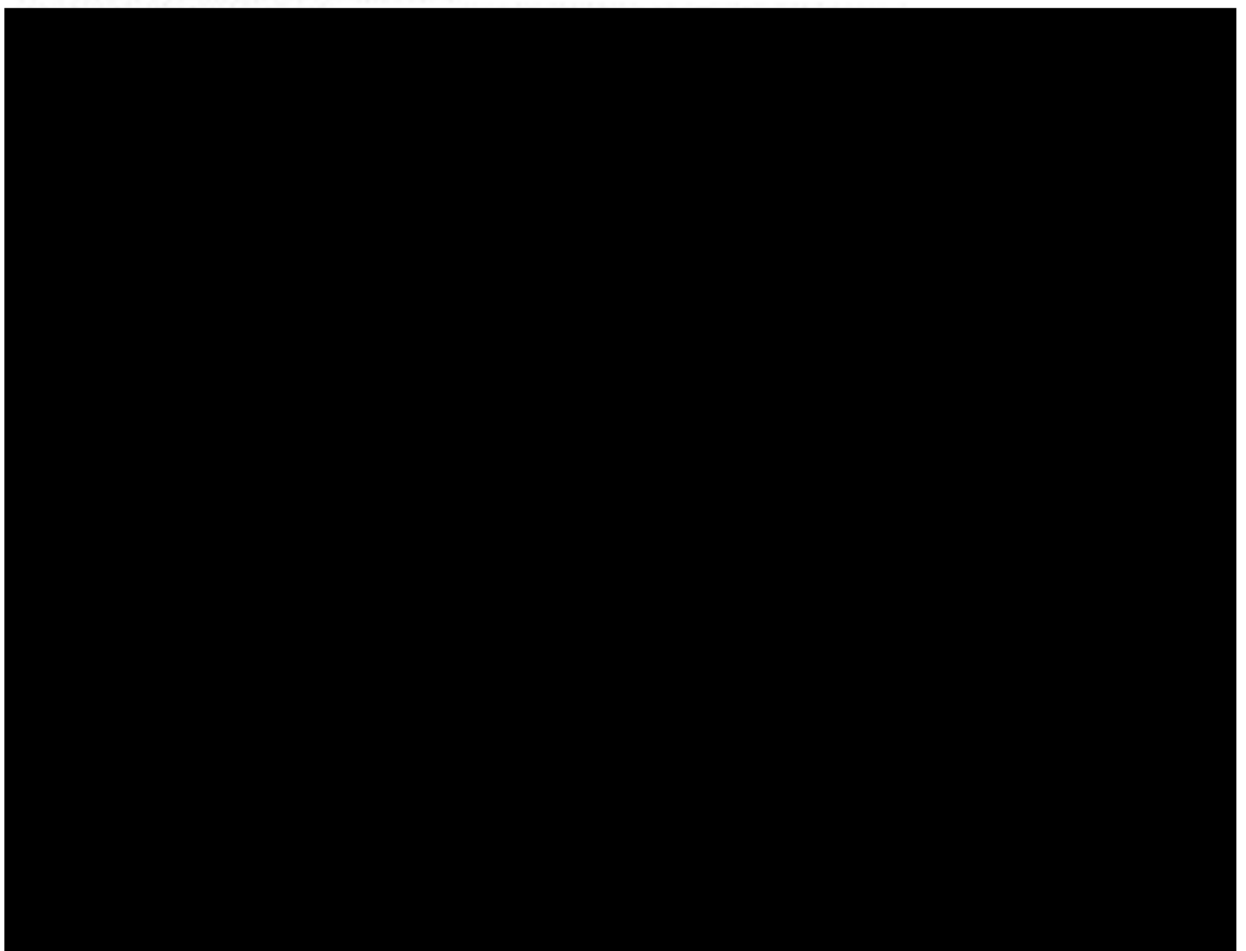
Buffalo State College 1971
B.S. Special Education/Elementary Education

University of Buffalo 2000
Ph.D. Elementary Education/Early Childhood

CERTIFICATION:

NYS Special Education (N-12)
NYS Elementary Education (N-6)

PROFESSIONAL BACKGROUND:



TEACHING PHILOSOPHY

I take pride in the fact that I truly try to "teach as I preach". I implement a variety of teaching strategies to address the many learning styles of my students. This includes a combination of lectures, audio-visual materials, guest speakers, site-based field trips, hands-on activities, demonstrations, individual, small and large group activities. I emphasize in word and deed that learning is an active and social process that should incorporate many types of intelligences and higher order thinking skills. Evaluation takes place in many forms such as written tests, research papers, projects, case studies, debates, games, individual and group papers and presentations. I assume my students are responsible adults who need to take ownership of their own learning and challenge them to reach their potentials.

UNDERGRADUATE AND GRADUATE COURSES TAUGHT

- Developmentally Appropriate Practices in Early Childhood
- Instructional Strategies in Early Childhood
- Instructional Strategies in Elementary Education
- Psychology of Learning
- Methods in Elementary Education I
- Contemporary Issues in Education
- Introduction to Students with Special Needs
- Curriculum Planning in Special Education
- Methods and Materials in Special Education
- Teaching the Learning Disabled Individual
- Teaching Children with Emotional and Behavioral Disorders
- Applied Behavior Analysis in the Classroom
- Inclusive Strategies
- Child Development

- Cognition, Learning, and Assessment
- Methods in Elementary Education II (site-based class taught at PS#3)
- Senior Seminar in Special Education
- Math and Science in the Early Childhood Classroom
- Family and Community Involvement in Early Childhood

- New course offerings designed by N. Calabrese

AWARD/GRANT

Teacher of the Year
May 2000
D'Youville College

Center for Teaching Excellence Faculty Grant
May 2002
Canisius College

PUBLICATIONS:

- Calabrese, N. (2003). Literacy liaisons: sending literacy home and back to school. *Reading Horizons*.
- D'Amato, S., Calabrese, N., D'Amato, S. (2003). Salubrious strategies: striving for professional and personal best practice. *National Forum of Teacher Education Journal*.
- Calabrese, N. (2002). Developing quality sociodramatic play in the classroom for young children with language delays. *Australian Journal of Early Childhood Education* 28 (3) 33-36.
- Calabrese, N. (2002). "Developing quality sociodramatic play". *Education*, 123(3) 606-609.
- D'Amato, S., Calabrese, N., D'Amato, S., (2001). Switch your schtick: instructional strategies to suit yourself. *NYACTE Newsletter*.

Articles submitted:

- Calabrese, N. (2003). The bookmobile: using community services to enhance literacy. *Wisconsin State Reading Association Journal*.

Articles resubmitted:

Calabrese, N. (2003). Video technology: a vehicle for educators to enhance relationships with families. *Young Children*.

D'Amato, S., Calabrese, N., D'Amato, S. (2003). "Schooled in strategies: empowering teachers-in-training to promote school reform. *Teaching & Learning*

PROFESSIONAL PRESENTATIONS:

NYS National Association for the Education of Young Children (NAEYC) Conference
March 1997
Binghamton, N.Y.
The Value of Play in Language Development Centers

NYS (NAEYC) Conference
March 1998
Saratoga Springs, N.Y.
The Value of Play Centers for Literacy

Chattauqua Association for the Education of Young Children (AEYC) Conference
October 1998
Fredonia State College
ADD/ADHD What it is: What it is not

NYS NAEYC Conference
May 1999
Buffalo, N.Y.
Sociodramatic Play: for children with and without disabilities

WNY NAEYC Conference
March 2000
SUNY at Buffalo
Considering a Ph.D. in the field of Early Childhood?

NYS Council for Exceptional Children
October, 2000
Niagara Falls, N.Y.
The Impact of Sociodramatic Play on Language Development

Association for the Education of Children International (AECI)
April 2001
Toronto, Canada
International Perspective on Reflective Teaching

NYS AEYC
May 2001
Syracuse, N.Y.
The Impact of Sociodramatic Play on Language Development

WNY AEYC
October, 2001
Daemen College
Designing Quality Sociodramatic Play

Buffalo Early Childhood Teachers Seminars
October 2002 - May 2003 (monthly)
Canisius College
The Reggio Emilia Approach

NYS AEYC
May 2003
New York, N.Y.
Reflections: Reggio Emilia Study Tour

Chattaugus AEYC
October 2003
Fredonia College
Frustration and Fascination: Bringing Reggio Home

PROFESSIONAL ORGANIZATIONS:

National Association for the Education of Young Children
Association for the Education of Children International
Council for Exceptional Children
Success by Six (Advocacy Committee for Early Childhood)
Learners First (Coalition of WNY teacher preparation colleges and WNY school districts)
Advisor, Teacher's Education Club (T.E.C.), Canisius College
Honor Societies: Kappa Delta Pi and Pi Lambda Theta

SERVICE TO THE COMMUNITY

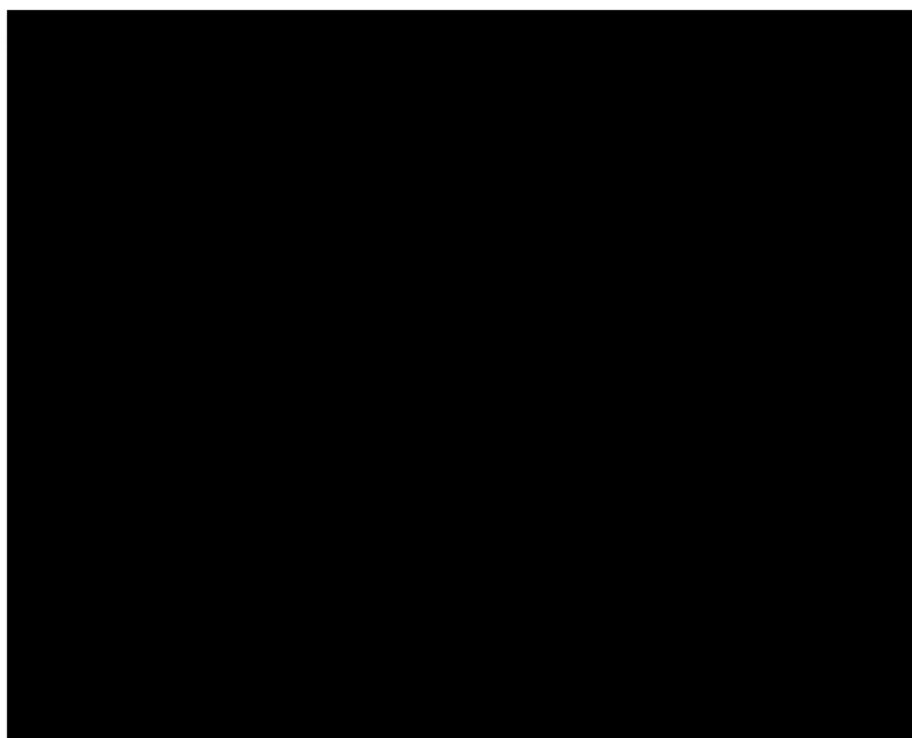
St. Mark's Parish Women's Guild, Board of Directors
St. Joseph's Collegiate Institute Parents Network Committee
Parkside Community Association
WIICH (Woman Interested in Cystic Fibrosis)

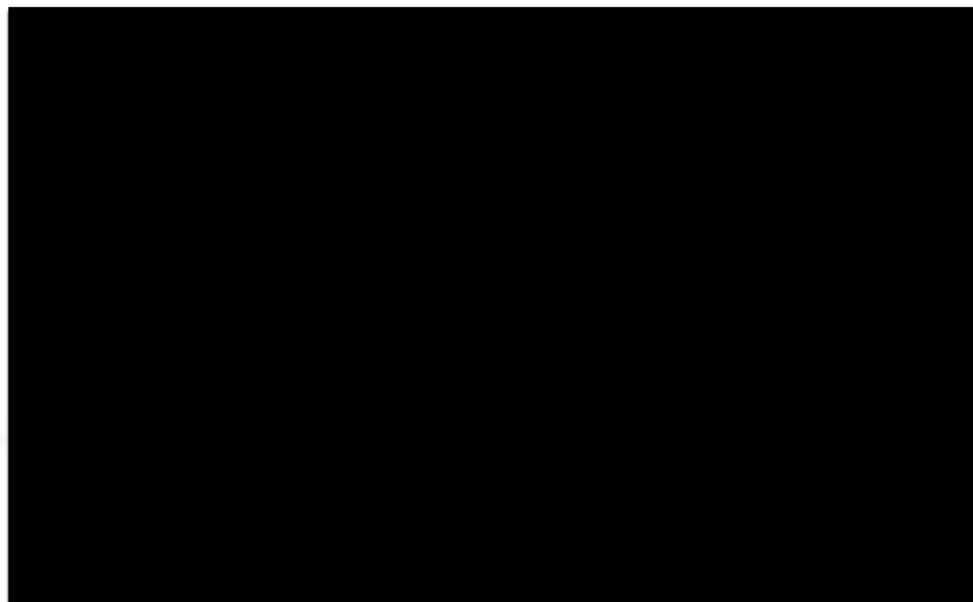
Hearts for the Homeless Patron
Hobart/William Smith Parents' Network Association
Success by Six/ Higher Education Committee
Executive Board, WNY Association for the Education of Young Children
Board of Trustees, Tapentry Charter School

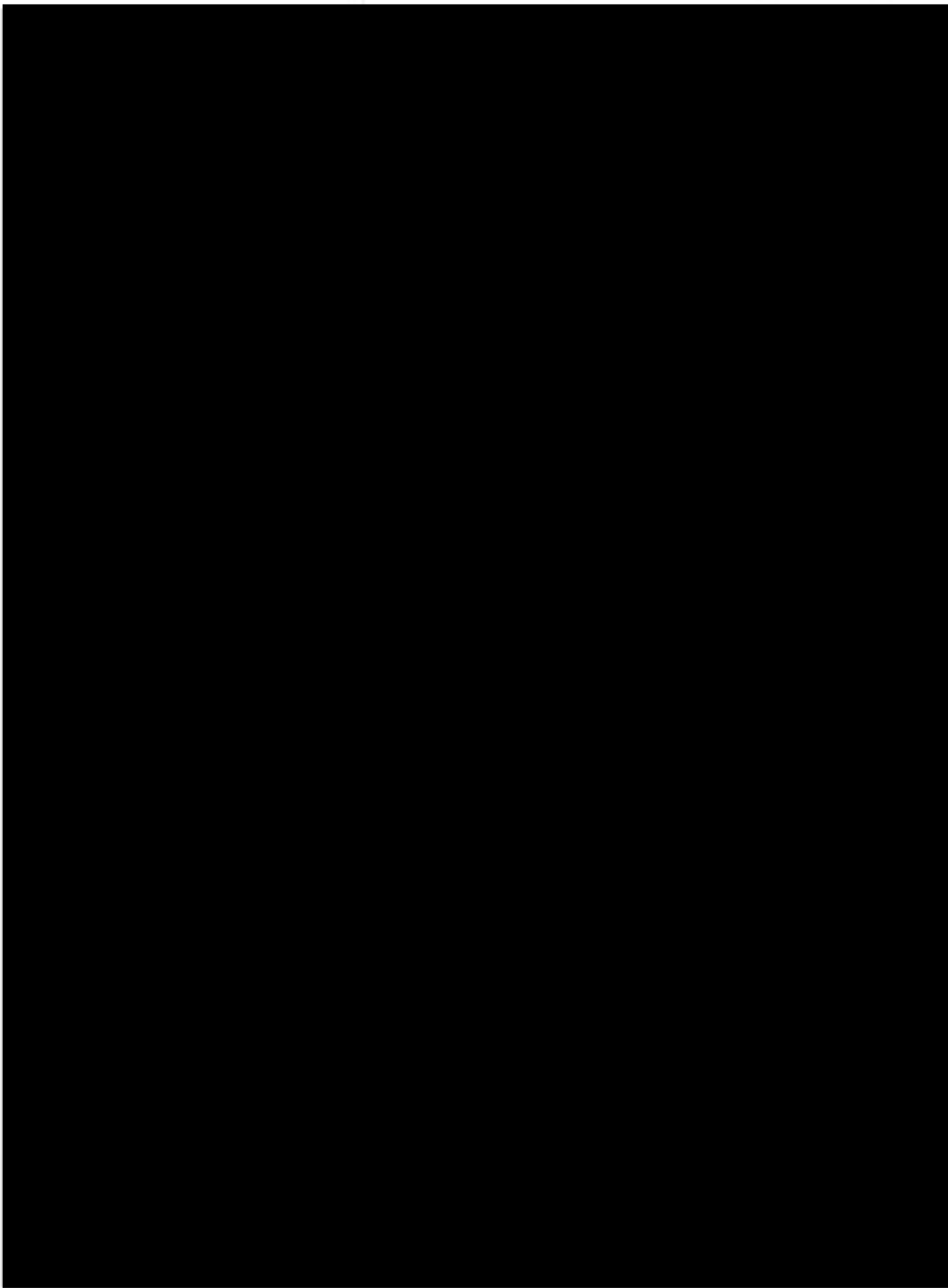
SERVICE TO CANISIUS COLLEGE

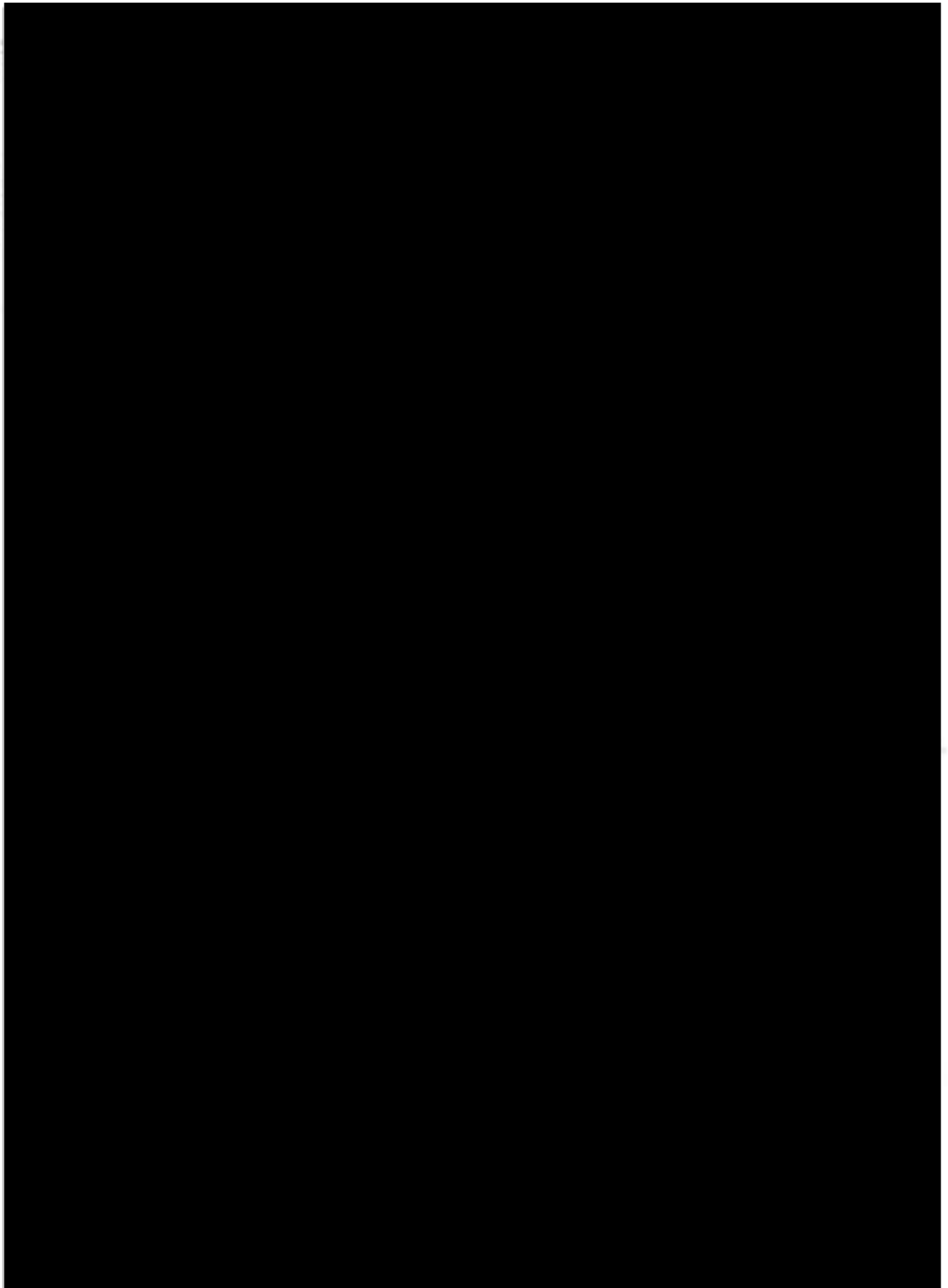
Faculty Senate
Committee on the Status of Women
Social Justice Committee
Host - Open Houses
Regional Committee for Deaf Education
NCATE Conceptual Framework & Assessment Committees
Established partnerships with ECC#17 & Build Academy
Mentor for new faculty member (Center for Teaching Excellence)
Teacher Education Club Advisor
Faculty representative for United Way
Faculty volunteer for Project Mexico (May 2004)

REFERENCES:











Charter Schools Institute

State University of New York

Request for Information from Prospective Charter School Board Members

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____ Charter School is true and correct in every respect.

Signature

Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. **SEE ATTACHED**
2. Full name: **PATRICIA Antoinette Colkey**
Home Address:
Business Name and Address: **SEE ATTACHED**
Home telephone No.:
Work telephone No.:
E-mail address:
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts


8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

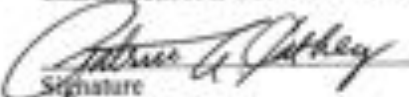
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, SEE ATTACHED
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, SEE ATTACHED
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, SEE ATTACHED
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

 certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapscott Charter School is true and correct in every respect.


Signature

11/3/2010
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

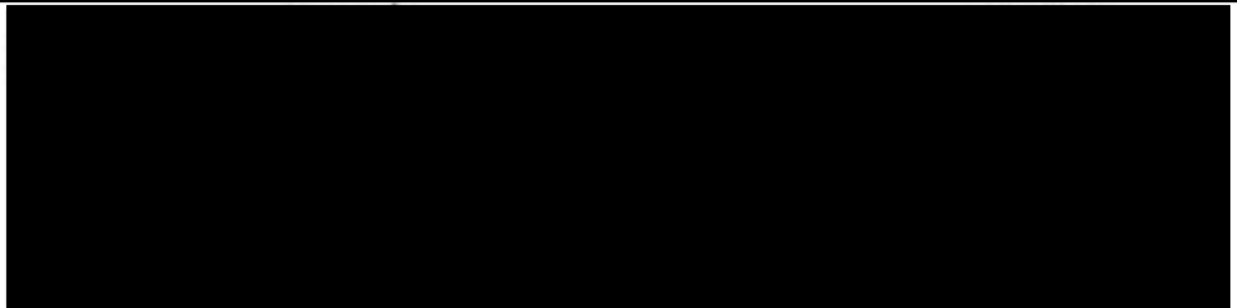
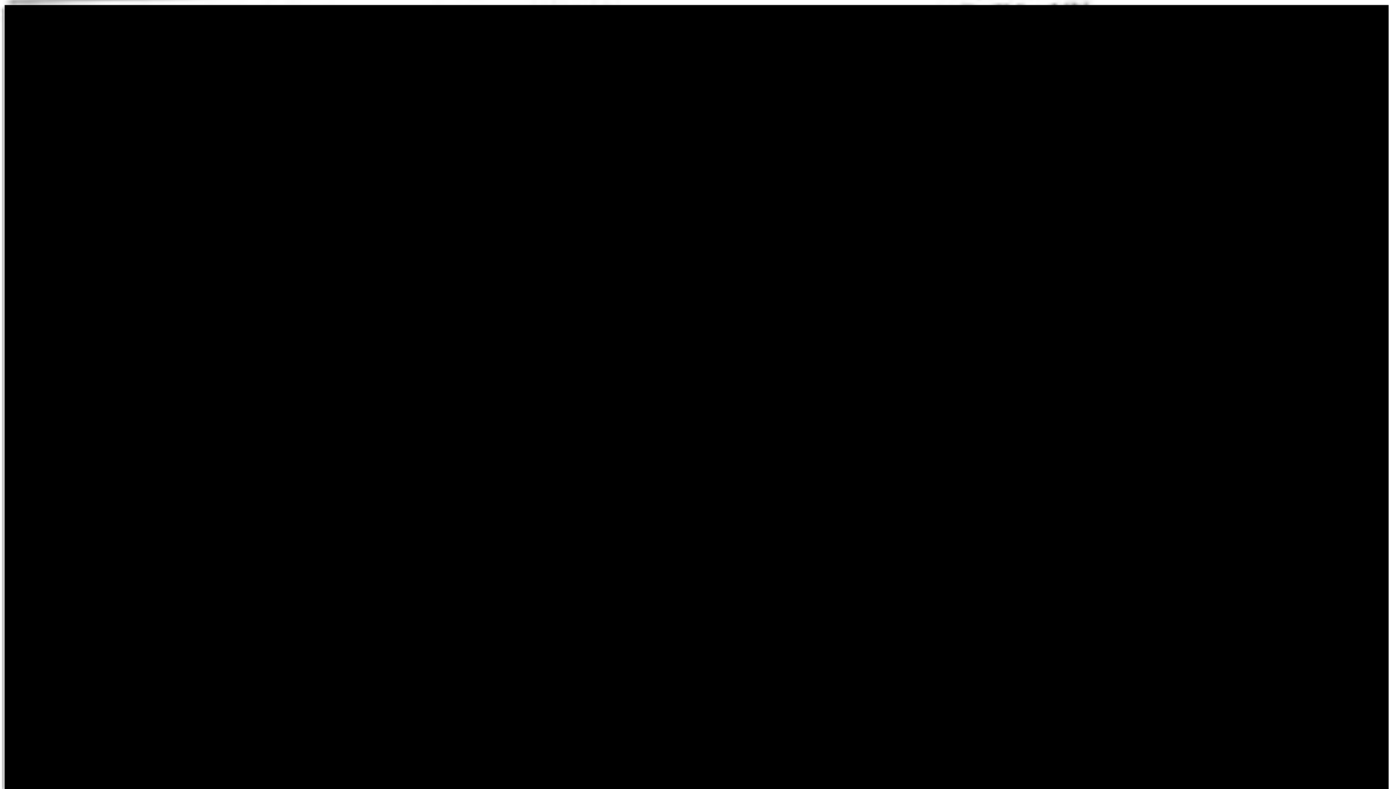
PATRICE A. CATHEY

• AMHERST, NY

EDUCATION

2011	State University of New York at Buffalo • Ph.D. Higher Education Administration Expected (2011)	Buffalo, NY
2008	State University of New York at Buffalo • Advanced Certificate Teaching and Leading for Diversity	Buffalo, NY
2002	Canisius College • Master of Science: Education	Buffalo, NY
2000	Canisius College • Bachelor of Arts: English	Buffalo, NY

EMPLOYMENT AND SUPERVISORY EXPERIENCES



PUBLICATIONS

- *In The Heart of My Hands* (1998) Orya Publishing
- *Nubian Princess* (1999) Orya Publishing
- *When Poems Take Wings*(2004) Orya Publishing
- *Uncrowned Queens vol. 2* (2006) SUNY Publishing
- *Go Tell Michele, African American Women Write to the New First Lady* (2008) SUNY Publishing

PERFORMANCES:

A Woman of Her Words, One Woman Show,1996
Poetry and Jazz, 1997 – 2000
Poetry and Dance,1999

AWARDS AND RECOGNITIONS

Dents List Carminan College 1996, 1997
The Buffalo Seminary Distinguished Alumnae Award 2005
Distinguished Faculty Award, B.E.A.M. Program 2005
Schomburg Fellowship recipient, University at Buffalo, PhD Program 2006-2010

ADDITIONAL WORK EXPERIENCE



REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

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Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philanthropy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Mrs. Stanton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tappan Charter School is true and correct in every respect.

[Signature]
Signature

8-1-16
Date

**INFORMATION REGARDING MARC SHATKIN, PARENT REPRESENTATIVE
TAPESTRY CHARTER SCHOOL BOARD**

BACKGROUND

1. See attached resume for employment and educational background.
2. [REDACTED]
3. I am parent of a student and an entering student for 2006-07 school year and the position was posted in school literature.
4. I wish to serve on the board as a parent and supporter of the school to make the school an excellent educational option, and in a more global sense to improve public education and the urban life in this area.
5. I have never served on another school board or not-for-profit corporation board; I feel my educational and professional qualifications will assist me as a board member.

CONFLICT OF INTEREST

6. My spouse and I know board members only through school sponsored activities.
7. My spouse and I know school board members only through school sponsored activities.
8. N/A
9. N/A
10. N/A
11. N/A
12. N/A
13. N/A
14. None
15. If I was placed on notice or believed there was a self-dealing scenario, I would immediately disclose the same at the soonest board meeting. It is my understanding at that point the matter would be referred to appropriate committee.

EDUCATIONAL PHILOSOPHY

16. It is my understanding Tapestry's philosophy involves providing a diverse environment for its students that emphasizes the arts, creativity, parent involvement, coupled with responsibility and strong challenging academics preparing the students for the next academic step
17. I am familiar with the educational program.

18. I think a successful school must have caring and involved teachers and parents and create an environment not only where the students are challenged but one that they enjoy as well.
19. A Board member will be responsible for conducting the business of the board, i.e. managing the affairs of the school as well as following the objectives of the mission statement of Tapestry. Also a board member should be committed to maintaining and improving the school as well as improving public education in general.
20. I affirm I have read the by-laws and conflict of interest policies.
21. No other information.

CERTIFICATION

I, Marc Shatkin, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter School Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.



Marc Shatkin



Date

Marc Shatkin

[REDACTED]
Buffalo, New York [REDACTED]
[REDACTED]

EDUCATION:

J.D. SUNY BUFFALO	1994
M.B.A. UNIVERSITY OF PITTSBURGH	1988
B.S. UNIVERSITY OF VERMONT	1986

EMPLOYMENT

[REDACTED]

PROFESSIONAL AFFILIATIONS

Erie County Bar Association	1995-present
Unlawful Practice Committee	1996-Present
NYSBA	1995-Present



Charter Schools Institute
State University of New York

**Request for Information from Prospective
Charter School Board Members**

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

RECEIVED

Jan 19 2005

Charter Schools Institute

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

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Background

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3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Alicia Samuel Givens, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TAPESTRY Charter School is true and correct in every respect.

Alicia Samuel Givens
Signature

12/13/05
Date

1. Please refer to attached resume.
2. I affirm that I am over age 18.
3. I was made aware of an opportunity to serve as a member of Tapestry Charter School's (TCS) board by a fellow Tapestry parent.
4. Serving on the TCS board as a parent representative reaffirms my commitment to my children and the community at large. Having been involved in Tapestry since its inception, I have come to trust that its students will benefit from a rigorous educational experience that prepares them for higher education and life in general.
5. I have not served on any board of a school district, a non-public public school or any not-for-profit corporation. I think my experience as a human resource professional will prove helpful in handling any staff issues or concerns related to the human resource function.
6. I am familiar with board members Michael Reville and Amy Friedman, who also have children attending TCS.
7. As a Tapestry parent, I am acquainted with most staff members at TCS.
8. I am unfamiliar with anyone who has plans of conducting business with TCS.
9. I have no intention of conducting business with TCS.
10. I am not affiliated with any educational provider.
11. I am not affiliated with any educational provider.
12. I am not affiliated with any educational provider.
13. I am not affiliated with any organization that filed an application in conjunction with TCS.
14. I am unaware of any potential ethical or legal conflicts of interest that would, or are likely to exist should I be approved for service on the school's board.
15. Should I be made aware of the any board member(s) who are involved in self-dealing, I would report his/their activities to the board chairman, or next higher authority, as appropriate.
16. I understand the mission of TCS to be one that makes a commitment to providing a challenging educational environment, that also gives children freedom to express themselves openly, artistically and with a strong sense of community involvement.
17. As a Tapestry parent since the school's inception, I am intimately familiar with the school's educational program.
18. Characteristics of a successful school are dedication (to mission to accomplishment); attentive (to children's educational needs); adaptable (to environmental changes); honest and respectable. In order for TCS to ensure its success, it must remain true to its mission in all endeavors. It must provide fair and equitable treatment of all personnel, while challenging its students (and staff) to continually strive for personal and professional excellence.

19. My understanding of the appropriate role of a public charter school board member is to remain committed to improving educational opportunities for all children attending its affiliated school, as well as providing support of the school's mission, and guidance to its staff.
20. I affirm I have read the school board's by-laws and conflict-of-interest policies.

H. SAMUEL GIVENS, PHR — [REDACTED]

[REDACTED] Buffalo, NY [REDACTED]

EDUCATION

Webster University, M.A., Human Resources Development, 1993
State University of New York at Buffalo, B.A., Communication, 1988

PROFESSIONAL AFFILIATIONS

Society for Human Resource Management, National and Buffalo-Niagara Human Resource Association
Chairperson, HSBC Bank USA, N.A. Gay, Lesbian and other Bank Employees (GLOBE) National
Diversity Committee

CERTIFICATIONS

Professional in Human Resources
Graduate School of Banking, Human Resource Management
Certified facilitator for Development Dimensions International learning systems
Certified facilitator for Lominger VOICES 360-degree feedback instrument

PROFESSIONAL EXPERIENCE



REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your full name. Paula Aleala Rosner
2. Please provide your educational and employment history. You may do so by attaching a resume. See attached
3. Please affirm that you will be at least eighteen years old by the date of appointment to the charter school's board. (providing your date of birth is not required). I affirm
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Telephone phone call from Search Committee, Steve Polowitz.
5. Please explain why you wish to serve on the board. I am an advocate for charter schools and am aware of Tapestry Charter School's good reputation.
6. Please indicate whether you have previously served 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. I briefly served on the board of Lighthouse Academy Charter School Board, but resigned when I realized that the school would not happen.

Conflict of Interest

7. Please indicate whether you or your spouse know any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship. I know Steve Polowitz as a casual acquaintance through unrelated community activities.
8. Please indicate whether you or your spouse know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I know Sue Gillick, psychologist at Tapestry Charter School, for about four years. Sue Gillick served on a task force with me to develop a neighborhood push cart district in the City of Buffalo's west side. Since that time, I consider her a friend and have socialized with her on occasion.

9. Please indicate whether you or your spouse know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. Neither my spouse nor I have any such relationships.
10. Please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. My spouse, my immediate family members, or I do not have any such plans.
11. If the school is partnered with an educational service provider (a management company, whether fee-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. Neither my spouse nor I have any such relationships.
12. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. My spouse, my immediate family members, and I do not have any such relationships.
13. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. My spouse, my immediate family members, and I do not have any such plans.
14. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate. My spouse, my immediate family members, and I do not have any such relationships.
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 school's board. None exist and none are likely to exist.
16. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). I would immediately bring such an instance to the attention of the Board President and the Board as a whole both in writing and verbally.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. Holistic, arts based, leadership based philosophy integrated into the curriculum.
18. Please indicate whether you are familiar with the educational program of the school. I have reviewed written materials and spoken with staff.
19. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful. Success should be based on student performance and eagerness to learn, meaningful parent involvement, as well as a well informed, enthusiastic, and proactive board that is dedicated to creating/maintaining an environment conducive to educated, well rounded children.

Other

20. Please indicate your understanding of the appropriate role of a public charter school board member. To ensure that the charter school is 1) in full compliance with all regulatory requirements, 2) students are being educated, 3) fulfills its mission, 4) fiscally viable, 5) well managed. In addition, it is my understanding that Board Members should attend board meetings and be active in board committees.
21. Please affirm that you have read the school board's by-laws and conflict-of-interest policies. I affirm.
22. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. I have great confidence that I will be able to fulfill the obligations and expectations of board service.

CERTIFICATION

I, Paula Alcalá Rosner, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Signature

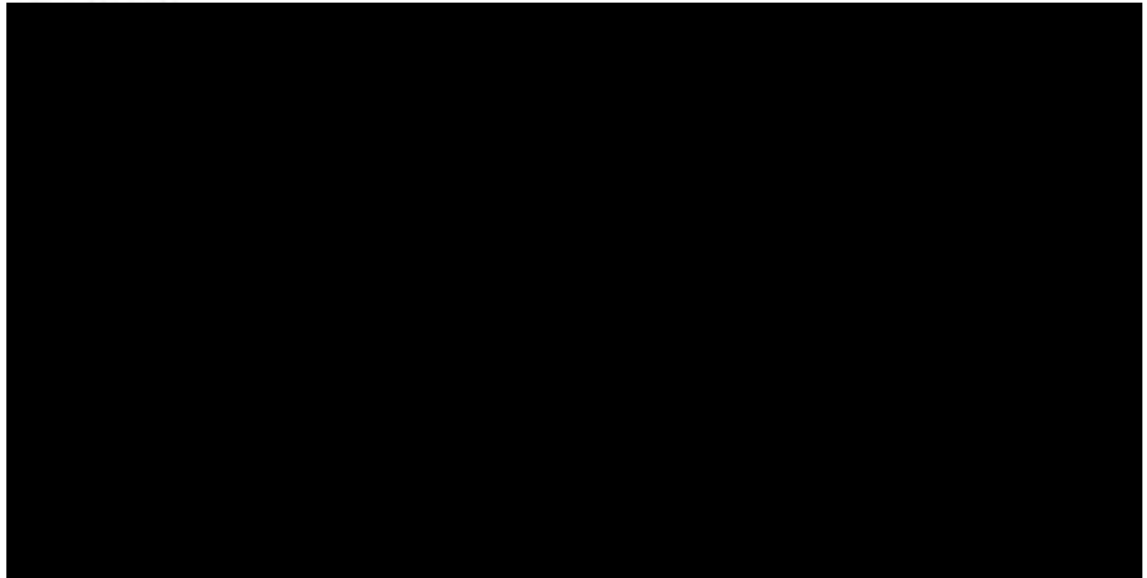
December 1, 2005

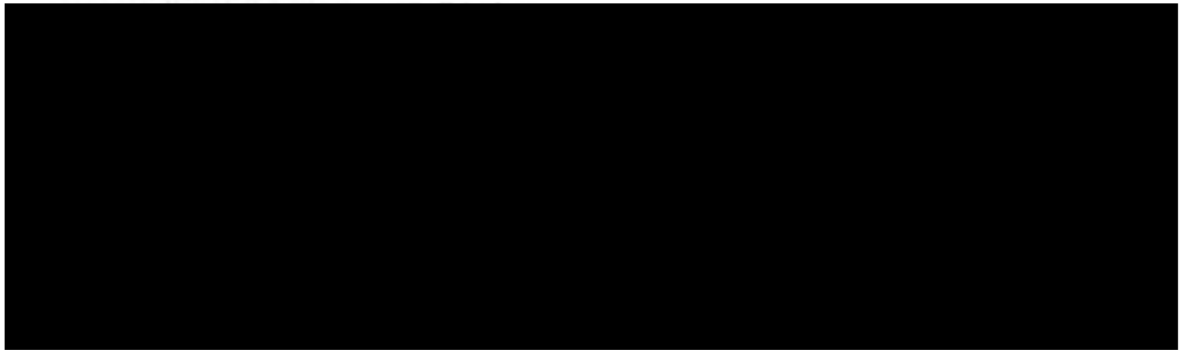
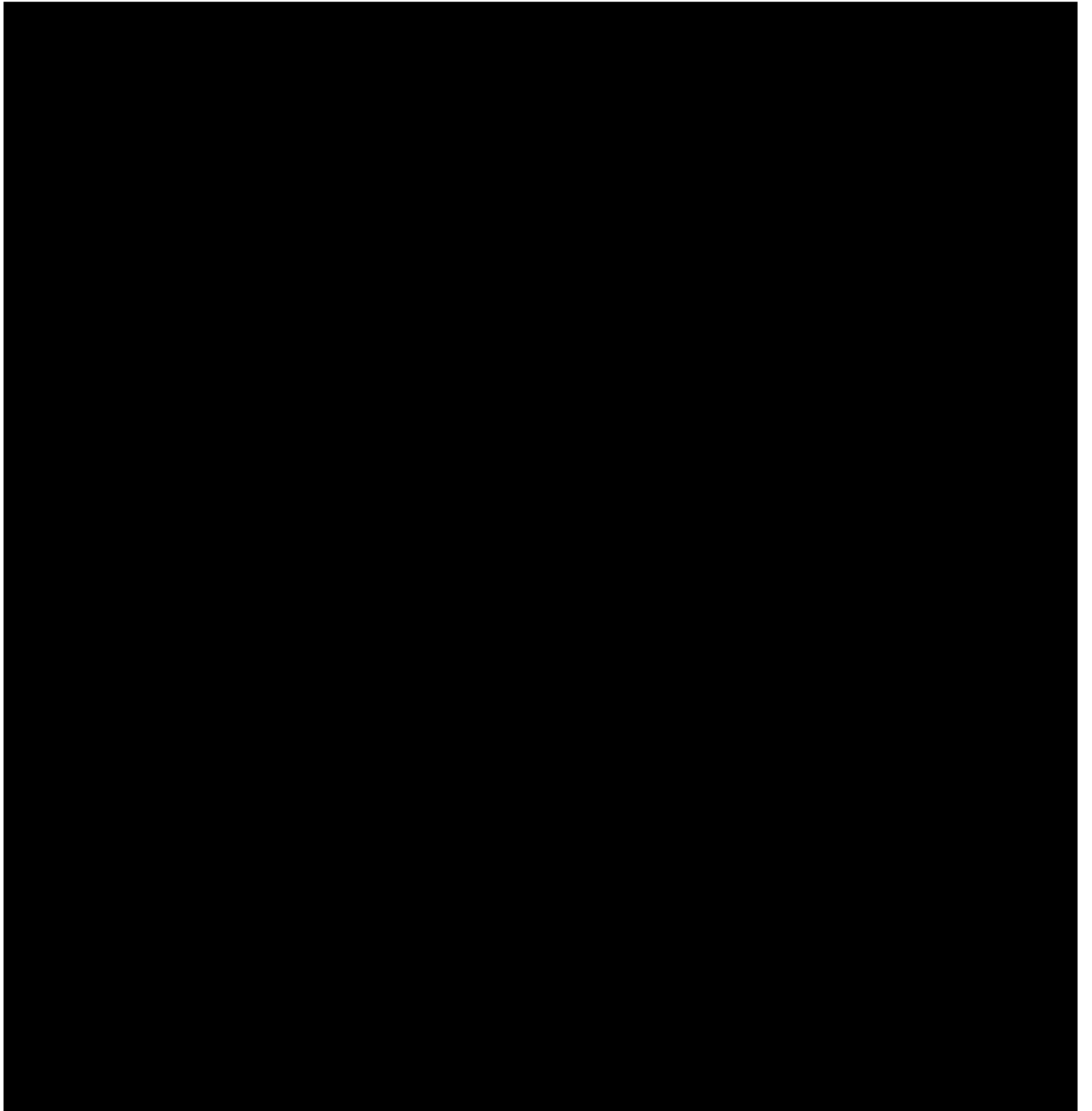
Date

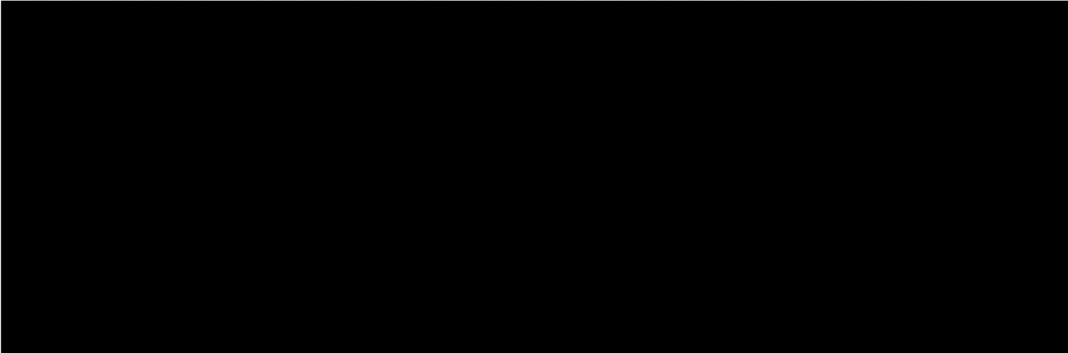
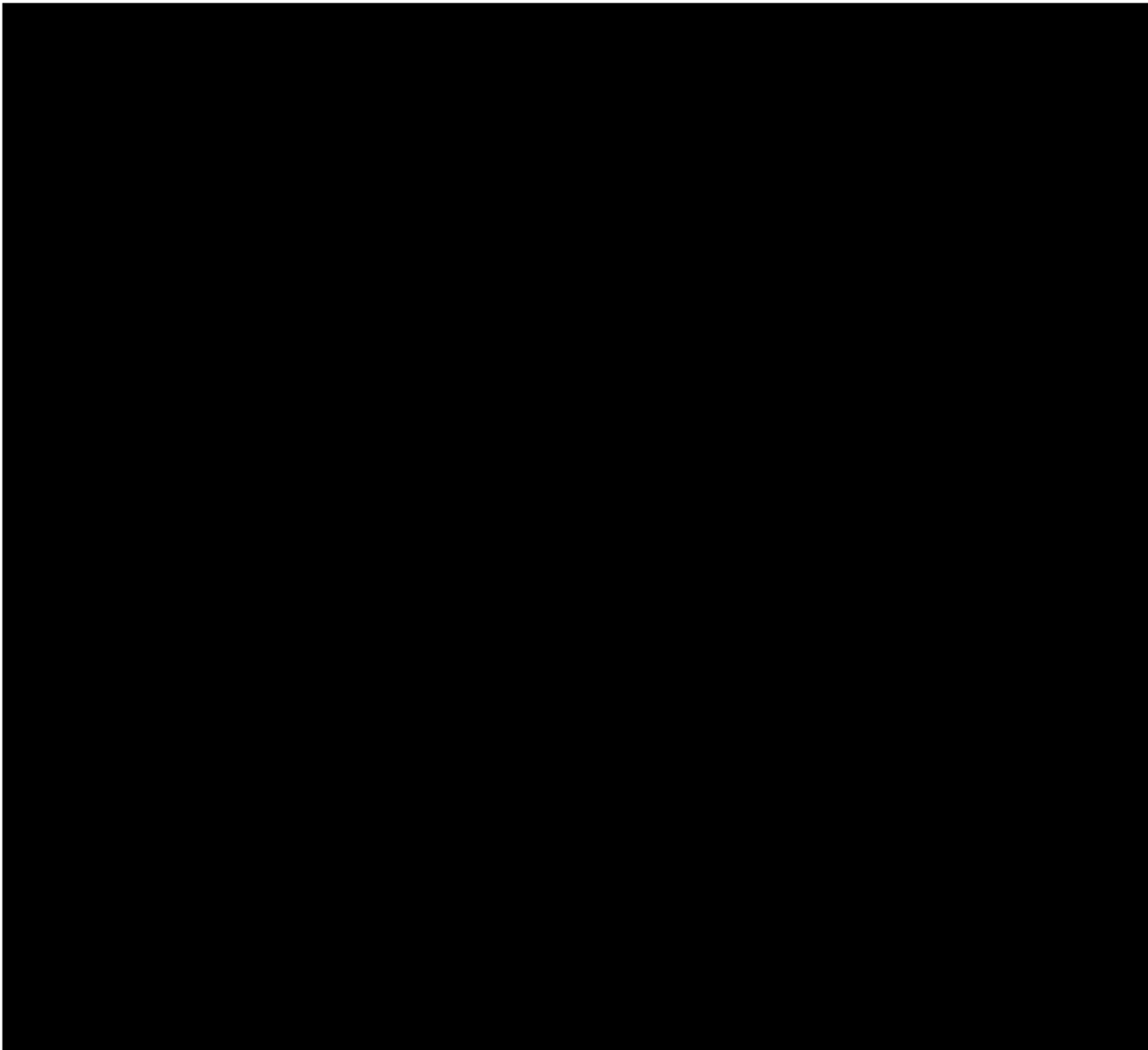
VITAE
Paula Alcalá Rosner

Buffalo, New York

EMPLOYMENT







EDUCATION #####

- State University of New York at Buffalo, Empire State College
Awarded Bachelor of Arts degree

- MENSA scholarship recipient
- Political Science major
- Wayne State University, Detroit, Michigan
- Undergraduate coursework
- Honors Society member
- Criminal Justice major
- President's Merit Scholarship recipient
- Oakland Community College, Oakland County, Michigan
- Awarded Associates Degree in Liberal Arts, summa cum laude
- Liberal Arts major

MEMBERSHIPS/AFFILIATIONS

- Leadership Buffalo, 1989 graduate, member in good standing
Chairperson, Class of '89 Planning Council
- Past president, Los Tainos Senior Citizens Center
Highlights of term: Developed a \$4 million 50 unit senior citizen housing complex "La Casa de Los Tainos, the Hispanic community's most ambitious project,
Initiated The Grandmother's Table/La Mesa de Las Abuelitas, a catering service run and Operated by the senior citizens served by the organization as income to both the organization and its members
- Mentor, State University of New York at Buffalo's Leadership Development Center
- Vice President, Women's Pavilion Pan Am 2001, Inc. (term completed)
Chairperson of the Women in the Arts Focus Group: oversee planning and the securing of \$110,000 in funding for the construction of nine works of public art as part of a city-wide arts trail
- Member, Peace Bridge Consensus Review Panel (term completed)
- Founder and Chair, International Gateway District Task Force
- Volunteer, WNED Television, membership drive "on air" hostess
- Member, Community Advisory Board, WNED Television
- Member, Public Relations Committee, WNED Board of Directors
- Secretary, Board of Directors, Broadway Market Management Corporation (term completed)
Interim Co-Chairperson, Board of Directors
Chair, Marketing and Long Term Planning Committee
Authored three year Corporate Strategic Plan
Member, Personnel Committee
Member, Special Issues Committee
Member, Business Plan Development Committee
Authored Corporate Business Plan
- Board Member and Vice President, Keep WNY Beautiful, Inc.
Chair, Strategic Planning Committee
- Board Member, WorldConnect
- Board Member, Tapestry Charter School
- Member, Empire Who's Who

SPECIAL COMMENT

- 2005 Good Scout Award from the Greater Niagara Frontier Council of the Boy Scouts of America
- 2004 Women Who Mean Business Award from Business First
- 2004 Hispanic Advocate of the Year from the Hispanic Heritage Committee
- 2003 Certificate of Gratitude from The New World Street Market Task Force
- 2002 Civic Empowerment and Economic Justice Award from Massachusetts Avenue Project
- 2002 Guarionex Award from the Hispanic Network for outstanding dedication to Western New York's Hispanic/Latino community

- 2001 Outstanding Service certificate from the Broadway Market Management Corporation Board of Directors for outstanding Board service
- 2000 Civic Empowerment Award from the All America Cities of Greater Buffalo Committee for the International Gateway District Task Force
- 1993 Martin Luther King, Jr. Citizen Recognition Award from the Minority Faculty and Staff Association, State University of New York at Buffalo
- 1988 Outstanding Community Service Award from the Puerto Rican Chicano Committee
- 1979 Key to the City from the City of Oak Park, Michigan for outstanding community service
- former host "Hispanic Voices" television program, WIVB Television
- New York State Job Development Authority, Board Member per gubernatorial appointment
- Erie County Cultural Resources Board, Board Member per County Executive appointment
- Erie County Commission on the Status of Women, Commissioner per County Executive appointment
- Author, Cross Cultural Training techniques, published by the National Association of Research Libraries

Current as of 8/05

Request for Information From
Prospective Charter School Board Members
RESPONSES: Paula Alcalá Rosner

Background

1. Resume attached.
2. I affirm that I will be at least eighteen years old by January 1, 2002.
3. I became aware of the Tapestry Charter School through several sources: 1) news articles, 2) conversations with community leaders and educators, 3) education information disseminated through my place of employment, Hispanics United of Buffalo, Inc., a non-profit organization. I became aware of the opportunity to serve as a member of its board through phone calls from Tapestry Charter School board members seeking my interest in being a board candidate.
4. I wish to serve on the board, because Tapestry Charter School and its board members have excellent reputations and I believe in the concept of charter schools. I also see potential benefit to the region's Hispanic community through increased enrollment.
5. Over my forty-year career, I have been involved in numerous not-for-profit organizations in virtually all aspects, i.e. employee, founder, board member, and advisor. I have not served on a board of a school district. However, I have served on the short-lived Buffalo School District Bilingual Education Community Advisory Board. I do serve as a founding board member for the Lighthouse Academy Charter School, which is still in its planning stages.

Conflict of Interest

6. I know some board members on a casual basis, i.e. as acquaintances.
7. To the best of my knowledge, I do not know any employees of Tapestry Charter School. However, I do not yet know who those employees are.
8. Neither my spouse nor I know anyone who is doing, or plans to do, business with Tapestry Charter School.
9. Neither my spouse nor any family member anticipates conducting, or is conducting, any business with Tapestry Charter School.
10. To the best of my knowledge, neither my spouse nor I know any employees, officers, owners, directors or agents of any educational service providers to Tapestry Charter School. However, I do not yet know who those educational service providers are.
11. To the best of my knowledge, neither my spouse, my immediate family nor I have any direct or indirect ownership, employment, contractual or management interest in any educational service providers to Tapestry Charter School. However, I do not yet know who those educational service providers are.
12. To the best of my knowledge, neither my spouse, my immediate family nor I have anticipates conducting, or is conducting, any business with any educational service providers to Tapestry Charter School. However, I do not yet know who those educational service providers are.
13. Neither my spouse, immediate family member nor I is a director, officer, employee, partner or member of, or is associated with, any organization which

filed an application in conjunction with Tapestry Charter School, i.e. is partnered with the charter school. Please refer to items 9 - 12.

14. I do not foresee potential or legal conflicts of interests that would, or are likely to, exist should I be approved for service on the school's board.
15. I would handle a situation in which I believe one or more members of the school's board are involved in self-dealing by first discussing the matter with the board officers, then submit a written request for a special board meeting to bring the matter to the attention of full board. I would submit my concerns in writing to the board and request that my concerns be included in the official minutes.

Educational Philosophy

16. It is my understanding that the philosophy of Tapestry Charter School is "weaving together the humanities, sciences, arts and social responsibility." By that, it is intended that teaching is holistic through the recognition that learning and behavior are intertwined.
17. I am somewhat familiar with the educational program of Tapestry Charter School. I'm looking forward to becoming very familiar with it.
18. I believe the characteristics of a successful school are: 1) children who are anxious to learn, 2) teachers who love to teach, 3) bonding between children and teachers through the learning experience, 4) above average test scores, and 5) innovative programming and special events that include the children's families and community members/leaders.

Signature



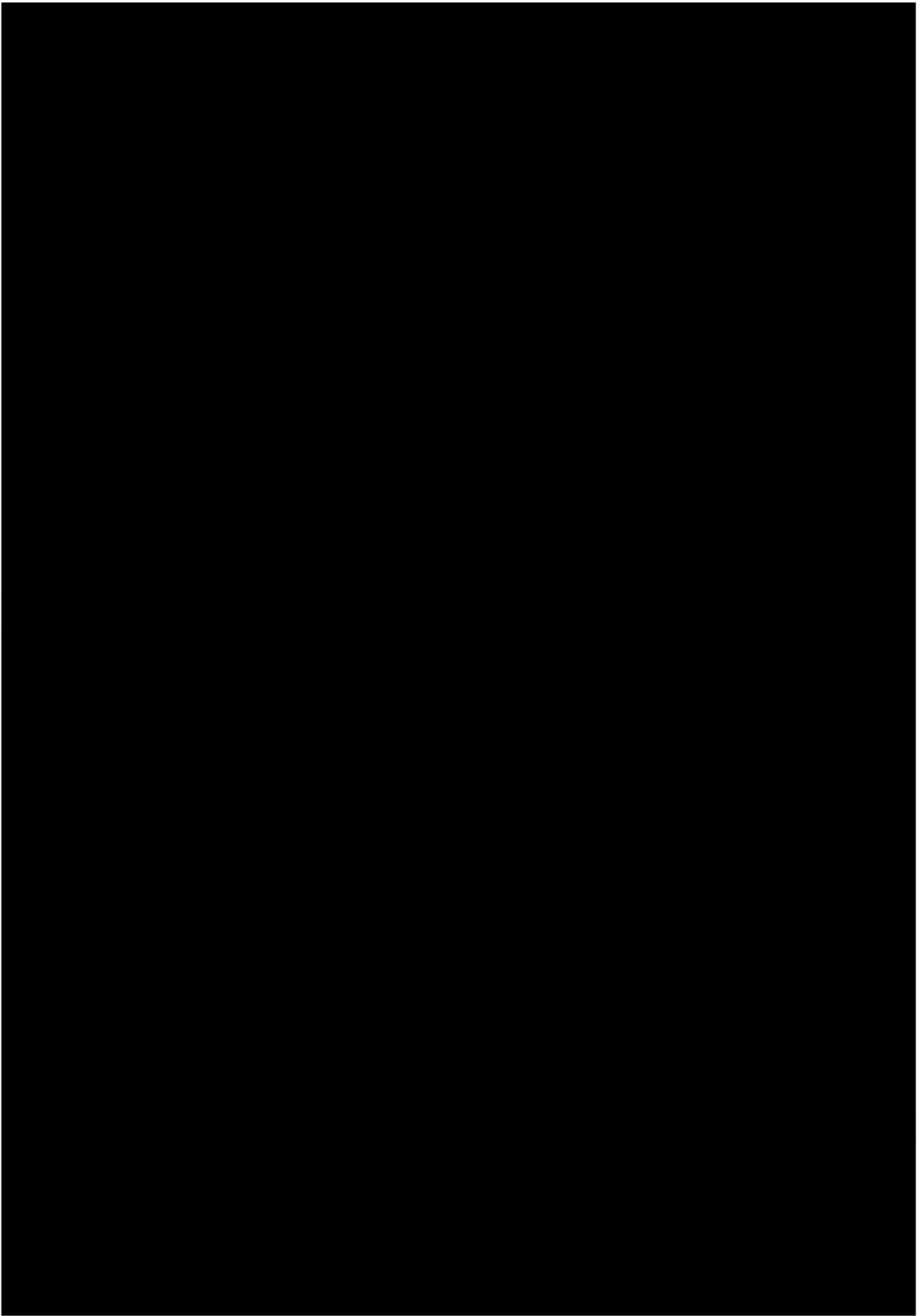
Paula Alcalá Rosner

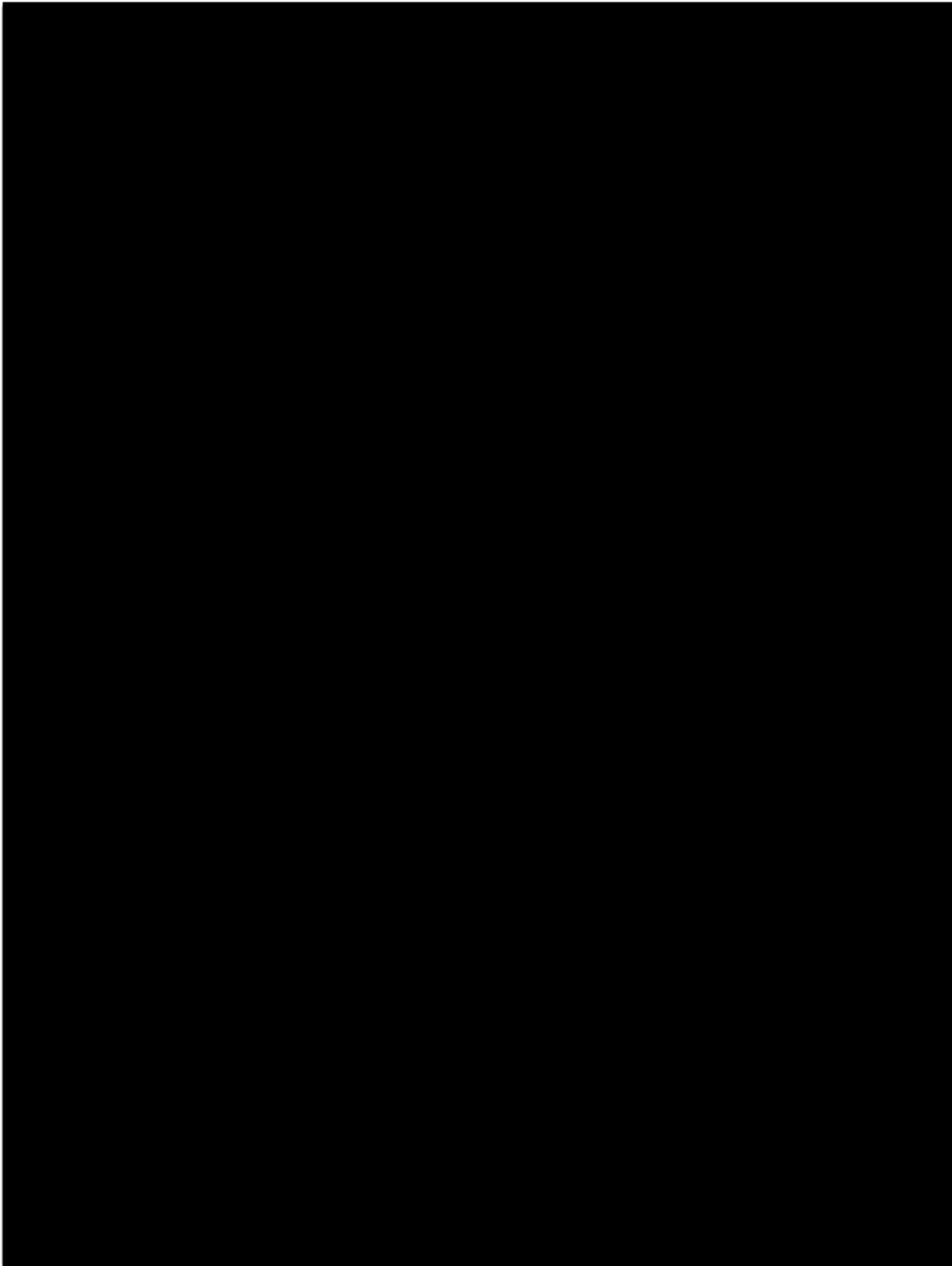
VITAE
Paula Alcalá Rosner

Buffalo, New York

EMPLOYMENT.....

[REDACTED]







EDUCATION

- State University of New York at Buffalo, Empire State College
Awarded Bachelor of Arts degree
MENSA scholarship recipient
Political Science major
- Wayne State University, Detroit, Michigan
Undergraduate coursework
Honors Society member
Criminal Justice major
President's Merit Scholarship recipient
- Oakland Community College, Oakland County, Michigan
Awarded Associates Degree in Liberal Arts, summa cum laude
Liberal Arts major

MEMBERSHIPS/AFFILIATIONS

- Leadership Buffalo, 1989 graduate, member in good standing
Chairperson, Class of '89 Planning Council
- Past president, Los Tainos Senior Citizens Center
Highlights of term: Developed a \$4 million 50-unit senior citizen housing complex "La Casa de Los Tainos, the Hispanic community's most ambitious project;
initiated The Grandmother's Table/La Mesa de Las Abuelitas, a catering service run and operated by the senior citizens served by the organization as income to both the organization and its members
- Mentor, State University of New York at Buffalo's Leadership Development Center
- Vice President, Women's Pavilion Pan Am 2001, Inc. (term completed)

Chairperson of the Women in the Arts Focus Group: oversees planning and the securing of \$110,000 in funding for the construction of nine works of public art as part of a city-wide arts trail

- Member, Peace Bridge Community Advisory Task Force
Chairperson of the Workforce Development/Economic Development Committee
- Founder and Chair, International Gateway District Task Force
- Member, WNED Television Advisory Board
- Volunteer, WNED Television, membership drive "on air" hostess
- Member, Community Advisory Board, WNED Television
- Secretary, Board of Directors, Broadway Market Management Corporation (term completed)
Interim Co-Chairperson, Board of Directors
Chair, Marketing and Long Term Planning Committee
Authored three year Corporate Strategic Plan
Member, Personnel Committee
Member, Special Issues Committee
Member, Business Plan Development Committee
Authored Corporate Business Plan
- Board Member and Vice President, Keep WNY Beautiful, Inc.
Chair, Strategic Planning Committee
- Board Member, Buffalo Prep
- Board Member, Tapestry Charter School
- Board Member, Lighthouse Academy Charter School

SPECIAL COMMENT

- 2004 Women Who Mean Business Award from Business First
- 2004 Hispanic Advocate of the Year Award from the Hispanic Heritage Month Celebration Committee
- 2003 Certificate of Gratitude from The New World Street Market Task Force
- 2002 Civic Empowerment and Economic Justice Award from Massachusetts Avenue Project
- 2002 Guarionex Award from the Hispanic Network for outstanding dedication to Western New York's Hispanic/Latino community
- 2001 Outstanding Service certificate from the Broadway Market Management Corporation Board of Directors for outstanding Board service
- 2000 Civic Empowerment Award from the All America Cities of Greater Buffalo Committee for the International Gateway District Task Force
- 1993 Martin Luther King, Jr. Citizen Recognition Award from the Minority Faculty and Staff Association, State University of New York at Buffalo
- 1988 Outstanding Community Service Award from the Puerto Rican Chicano Committee
- 1979 Key to the City from the City of Oak Park, Michigan for outstanding community service
- Former host "Hispanic Voices" television program, WTVB Television
- New York State Job Development Authority, Board Member per gubernatorial appointment
- Erie County Cultural Resources Board, Board Member per County Executive appointment
- Erie County Commission on the Status of Women, Commissioner per County Executive appointment
- Author, Cross Cultural Training techniques, published by the National Association of Research Libraries

Current as of 8/06

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Nancy V. Wallace, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Nancy V. Wallace
Signature

March 3, 2005
Date

**A Response to the Request for Information from
Prospective Charter School Board Members**

Nancy V. Wallace
Prospective board member
Tapestry Charter School, Buffalo, NY
March 2005

Background

1. Educational and employment history is included in the attached resume.
2. I am more than 18 years of age.
3. I have been aware of Tapestry Charter School since reading an article in the Buffalo News during its first year of operation. I know parents who send children to this school. I have supervised Canisius College education students during field placements at Tapestry Charter School. When a colleague at Canisius College resigned from the Tapestry Board of Trustees, I expressed interest in becoming a member of its board.
4. I feel inspired by the work of the Board, the Director, teachers and staff, to provide an excellent education for the children of the School. This is a smart, motivated group of people who care about educational choices for children. I would like to be part of their efforts - feel I have something to contribute.

Tapestry Charter School is a tremendous site for field placements for Canisius College students - it is a place where they see "best practices." A recent partnership has been established between Canisius Education Department and Tapestry Charter School.

5. I have not previously served on a school board. I have served on a board of directors for the Las Vegas/San Miguel County Literacy Volunteers (New Mexico) for two years.

Conflict of Interest

6. The Director is a professional acquaintance. I have met most of the members of the Board of Trustees at a recent meeting. Neither my spouse nor I know any board members, prospective board members or former board members, to my knowledge.
7. I have placed and supervised Canisius College education students in 5 different classrooms at Tapestry Charter School. I have a professional relationship with the teachers with whom my students were placed. To the best of my knowledge, my spouse does not know any Tapestry Charter School employees.
8. My spouse and I have no knowledge of any business relationships with Tapestry Charter School.
9. No one in my family anticipates conducting, or is conducting business with Tapestry Charter School.
10. Neither my spouse nor I know anyone affiliated with an educational service provider for Tapestry Charter School.
11. Neither my spouse nor I have a direct or indirect relationship with an educational service provider for Tapestry School.
12. Neither my spouse nor I anticipate conducting business with an educational service provider for Tapestry Charter School.
13. No family member has an association with any organizations that have filed an application for conducting business in conjunction with the Tapestry Charter School.
14. The School of Education and Human Services at Canisius College and Tapestry Charter School has recently entered into an educational partnership. I am a faculty member in the School of Education and Human Services. I do not believe that this presents a potential personal, legal or ethical conflict of interest.

Nancy V. Wallace
Prospective board member
Tapestry Charter School, Buffalo, NY
March 2005

15. If I became aware that a member of the school board was involved in self-dealing, I would bring my concerns to the President of the Board, and if appropriate, raise the concern at a board meeting.

Educational Philosophy

16. School's mission and philosophy
The mission of Tapestry Charter School is to provide a learning center that offers challenging educational opportunities in a multi-age setting. The school provides an environment where students are encouraged to become self-directed, independent learners. Progressive interdisciplinary techniques are utilized along with the best resources available to fit the individual learning style of each student. Parent involvement is a significant component in the success of Tapestry Charter School. Collaboration, rather than competitive learning, is emphasized in an environment that works towards building community and social responsibility. Tapestry Charter School enrolls students from families of diverse cultural, racial and socio-economic backgrounds.

I understand, accept and support the mission and philosophy of Tapestry Charter School.

17. I am familiar with the educational program at the school. I am an Assistant Professor of Education. I have had the opportunity to supervise Canisius College students during field placements in the school and am familiar with the educational program.

18. I believe that characteristics of a successful school will include:
- Intelligent and motivated administration.
 - Excellent teaching
 - Ongoing professional development for teachers
 - Integration of subjects - arts emphasis
 - Emphasis on social responsibility
 - Positive school culture and community.
 - Family involvement

I believe that the board members are committed to the success of this school. The commitment is manifested in the time, support and resources invested in Tapestry Charter School. I view this school as successful. I anticipate that the board will remain steadfast in its commitment to the school. I reserve judgment on specific recommendations to ensure that this school remains successful until I become more familiar with specific role of the board in the operations of the school.

19. I have familiarized myself with *Right from the Start' Guidelines for not-for-profit Board Members* by Attorney General, Eliot Spitzer. I find it to be both informative and helpful. It clearly delineates the role of a board member, including both duties and responsibilities.
20. I have read the Tapestry School Board by-laws and conflict-of-interest policies.
21. Please advise if any other pertinent information would be helpful for this review.

Nancy V. Wallace

Buffalo, NY

EDUCATION

1991-1995

Doctor of Philosophy of Education
State University of New York at Buffalo
Department of Learning & Instruction
Major field: Early Childhood Education

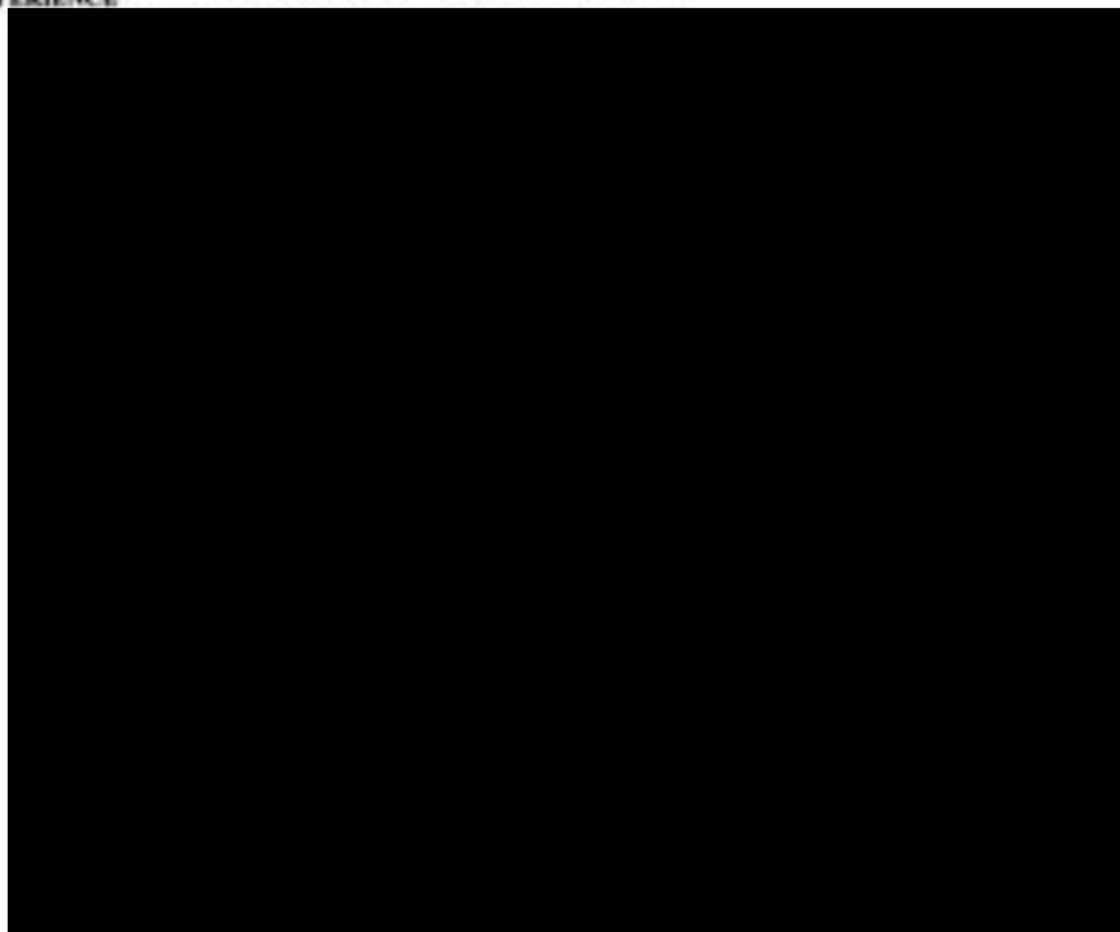
1989-1991

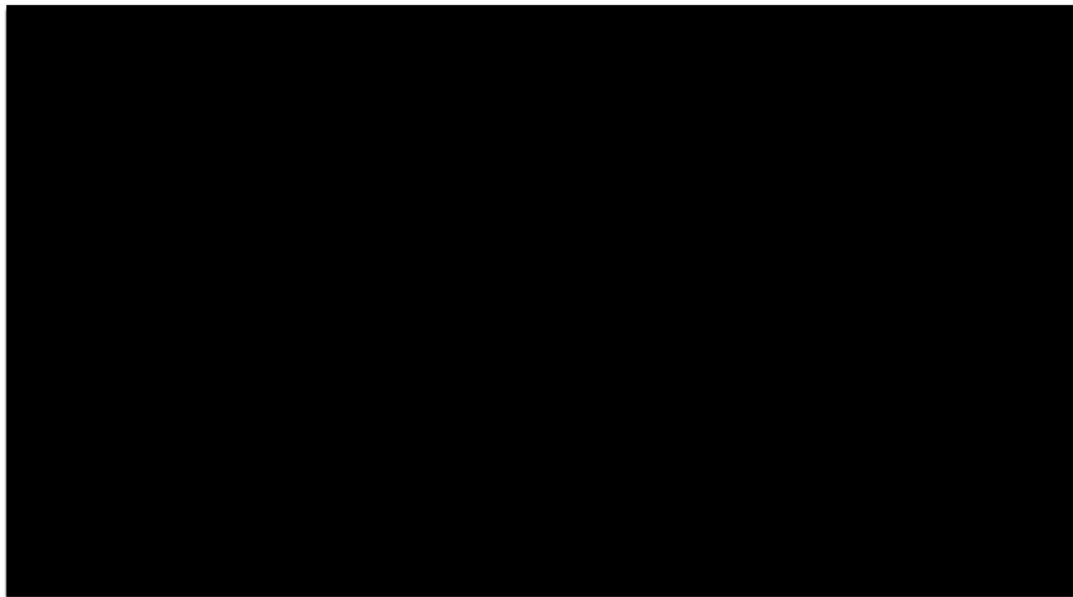
Master of Arts in Bilingual Education
State University of New York at Buffalo
Department of Learning & Instruction
Major field: Bilingual Early Childhood Education

1981-1985

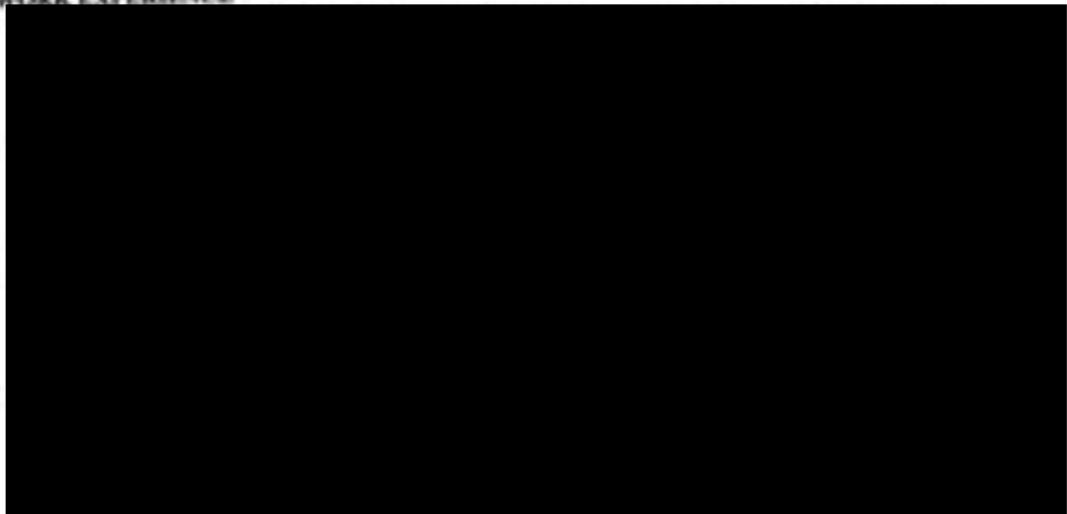
Bachelor of Science in Elementary Education
New York State University College at Cortland
Department of Education
Major field: Social Sciences

WORK EXPERIENCE

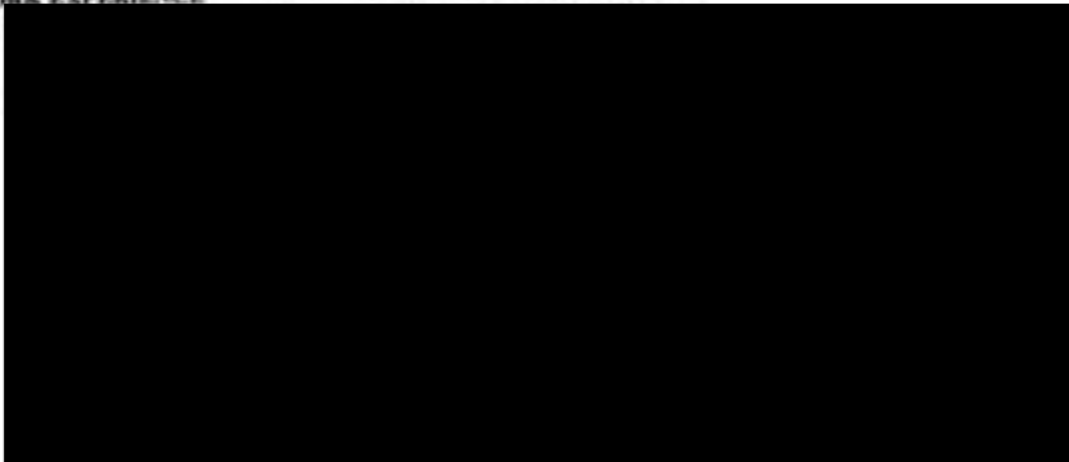




GRADUATE WORK EXPERIENCE



RELATED WORK EXPERIENCE





CERTIFICATIONS

New York State Public School Teacher Certificate
Nursery, Kindergarten & Grades 1-6.

**PROFESSIONAL
ASSOCIATIONS**

The National Association for the Education of Young Children,
AEYC of Western New York.
New Mexico Higher Education Articulation Task Force 1995-1998.
Child Development Associate Advisor - Family Day Care 1992.

CONFERENCES

• **NATIONAL**

Presenter: NAEYC Annual Conference, New Orleans, LA, November, 1992. *"Dealing with the Aftermath of Innocent Crack Cocaine Addiction: Issues, Concerns, and Implications."*

• **REGIONAL**

Presenter: Regional Early Care and Education Conference, Las Vegas, NM, June 7, 1997. *"Infant/Toddler Language Development."*

• **STATE**

Presenter: New Mexico AEYC Annual Conference, Albuquerque, NM, March 1, 1997. *"Guiding Young Children Towards Appropriate Behavior."*

• **LOCAL**

Presenter: Sixth Annual Family Institute, New Mexico Highlands University, September 26, 1997. *"Infant/Toddler Language Development."*

Presenter: Fifth Annual Family Institute, New Mexico Highlands University, September 28, 1996. *"Guiding Young Children - Problem Solving and Conflict Resolution."*

Presenter: Counseling and Educational Psychology Annual Conference, October 15, 1994. *"Poverty and Neglect: Important Mediating Factors in the Outcome of Prenatal Cocaine Exposure."*

Presenter: Association for the Education of Young Children of Western NY, October 15, 1994. *"Inclusion of Children with Special Needs into a Preschool Program Using Developmentally Appropriate Practices."*

Presenter: Counseling and Educational Psychology Annual Conference, November 20, 1993. *"Children with Prenatal Cocaine Exposure: Resilient or Handicapped?"*

Presenter: Buffalo Coalition of Home Day Care Providers, Inc. July, 1993. *"Language and Children's Self-Esteem."*

Presenter: Association for the Education of Young Children of Western NY, October, 1993. *"Prenatal Drug Exposure: Exploring Myths and Teaching Practices."*

Presenter: Association for the Education of Young Children of Western NY, October, 1991.
"Children Born Prenatally Exposed to Drugs: Implications for Teachers."

Presenter: Buffalo Public Schools, Pre-K and Kindergarten teachers. March 5, 2003.
"Stages of Scribble: Emergent Writing Skills of Young Children."

Presenter: Coalition of Home Day Care Providers. March 18, 2003. "Stages of Scribble:
Emergent Writing Skills of Young Children."

RESEARCH AND PUBLICATIONS

Lopata, C., Wallace, N.V., & Finn, K.V. (under review). Comparison of academic achievement between Montessori and traditional education programs. *Journal of Research in Childhood Education*.

Wallace, N.V. (1996). The effects of prenatal cocaine exposure on early childhood development. University Microfilms Inc., 1996.

Phelps, L., Wallace, N.V., & Bontrager, A. (1997). Risk factors in early childhood development: Is prenatal cocaine/polydrug exposure a key variable? *Journal of School Psychology, 34* (3).

GRANTS

Keep New Mexico Beautiful, Inc. 1998.
Grant money used to improve the playground space of New Mexico Highlands University Child Development Center.

AWARDS

Buffalo Alliance For Education – "Community Leader of 2004," September 2004.
Bilingual Education Fellowship United States Department of Education 1990-1991.

SCHOOL/ COMMUNITY SERVICE

Coordination of Service Learning Project to benefit Buffalo Public School # 17, 2004.
Site Based Management Team – Buffalo Public School #17 2003; 2004.
Committee Member – Buffalo Advocates for Schoolyard Enhancement, 2004.
Board of Directors, Las Vegas/San Miguel County Literacy Volunteers 1995-1997.

REFERENCES

Available upon request.

GRETCHEN P. AYLWARD
ASSOCIATE

Immigration Law
Buffalo

Ms. Aylward focuses her practice on immigration law including U.S. employment and family based immigration matters, with a particular emphasis on health care professionals and NAFTA-based business immigration. Ms. Aylward has extensive experience in preparing and filing employment and family-based immigration applications with the United States Immigration and Naturalization Service. Ms. Aylward is also experienced in obtaining visas, particularly E-1 and E-2 investor visas, and filing applications for permanent residence with U.S. consulates abroad.

Publications

- Co-Author: "The Implications of Form I-9 on U.S. Businesses", *Update* (February 2000 Phillips, Lyde Newsletter)

Education

- State University of New York at Buffalo School of Law, J.D., 1995
- State University of New York at Buffalo, B.A. - Anthropology, *cum laude*, 1979
- Loyola University, 1974-1976

Admitted to Practice

- New York

Professional Associations

- American Bar Association
- New York State Bar Association
- Bar Association of Erie County
- American Immigration Lawyers Association
- Women's Bar Association of the State of New York

Present Activities

- Buffalo Council of World Affairs, Board Member
- Buffalo Philharmonic Orchestra
 - Women's Committee
- SUNY at Buffalo School of Law Alumni Association
 - GOLD Group, Board Member

Past Activities

- Buffalo General Hospital
 - Junior Board Executive Committee, Member 1985-1989

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

1. See attached bio.
2. I will be over 18 years of age by January 1, 2001.
3. My son is a student in first grade at Tapestry Charter School. I had expressed an interest in running for election to the Board of Trustees, and was encouraged to do so by several parents, as I am very interested in the future success of Tapestry Charter School.
4. I believe very strongly that Tapestry Charter School is vitally necessary as an alternative to the traditional public schools, and to private and religious-affiliated schools in Buffalo. As a parent, and a resident of the City of Buffalo, I want to do everything I can to ensure its continued viability.
5. I have never served in this capacity before, but feel that, as a parent, I have a great deal to contribute to the Board. I am also an attorney licensed to practice in New York, and have served on two not-for-profit boards previously (Buffalo General Hospital Women's Committee; Buffalo Council on World Affairs).
6. Neither I nor my spouse knew any of the other board members prior to our son's attendance at Tapestry School.
7. Neither I nor my spouse know any school employees.
8. Neither I nor my spouse know anyone doing business with, or planning to do business with, Tapestry Charter School.
9. Neither I nor my spouse or any family members have any plans to conduct business with the school.
10. N/A
11. N/A

12. N/A

13. Neither I nor my spouse or any family is associated in any way with any such organization.

14. I know of no potential ethical or legal conflicts of interest.

15. I would bring the situation to the attention of a disinterested board member, or member of the school administration, or the school's legal counsel.

16. The mission/philosophy of Tapestry Charter School is provide high-quality education to a diverse population of Buffalo-area students. The School is committed to the achievement of high standards for the students. It fosters student cooperation, creativity and independent thought.

17. I am familiar with the educational program of the school. I attended a presentation on Work-Sampling, which is the evaluation process in place for Tapestry students, and have attended one Parent-Teacher conference.

18. I believe the Board must be responsible for the fiscal health of the school, and for ensuring that the school's administration is furthering the school's mission. The Board should make sure that high-quality teachers are recruited and maintained, and should attempt to resolve conflicts in a non-confrontational manner. It should verify that high educational standards are being maintained.

19. A public charter school board member must be committed to: working for the good of the entire school community, actively participating in board meetings and all relevant school events, and remaining informed regarding all issues critical to the future success of the school, including relevant political issues.

20. I have read the school board's by-laws and conflict of interest policies.

21. My son previously attended a Buffalo public school, and my 17-year-old daughter is a senior in private school. I myself attended private, religious-affiliated school. Therefore, I have experience with many different schools in Buffalo, their procedures and philosophies, and their positive and negative aspects. I believe this will contribute to my insight as a charter school board member.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

Arthur P. Hayward certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

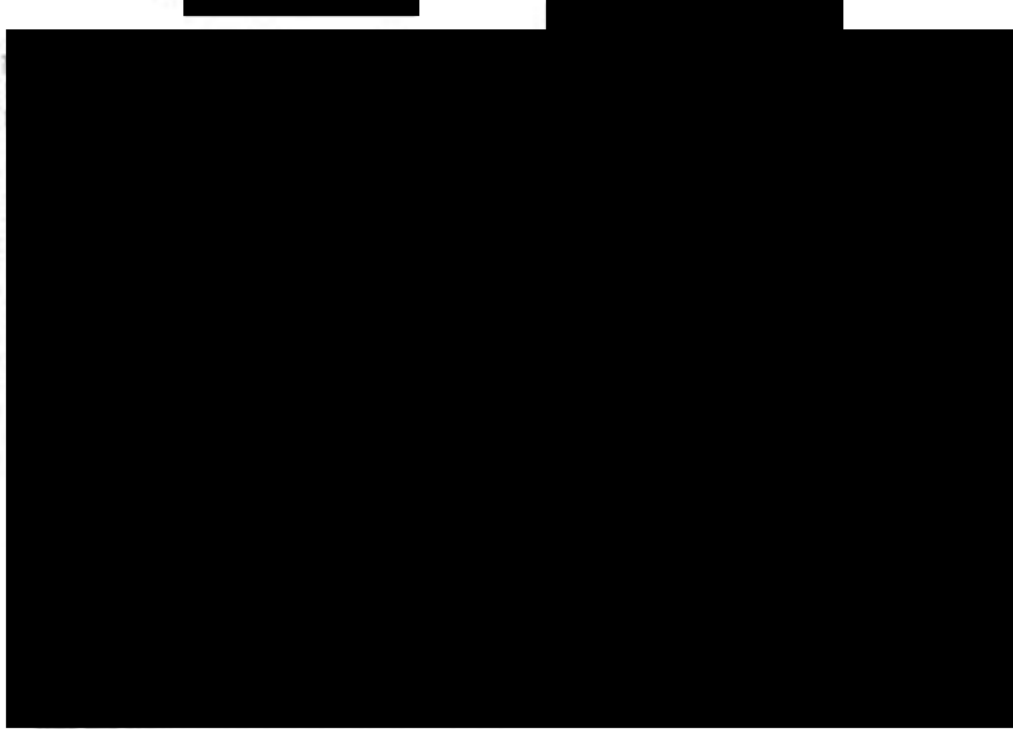
Arthur P. Hayward
Signature

11/30/01
Date

Michael W. Reville

Buffalo, New York

EXPERIENCE



LICENSING

Admitted in New York (active) and Ohio (currently inactive).

MEMBERSHIP
ACTIVITIES

Chairman, Regulatory Matters Committee, Pennsylvania Gas Association, 1997-'99
Board Member 1996-1997, 1999 to present, New Group at the Gallery, Albright-
Knox Art Gallery, President 1995-1997, Greater Buffalo Counseling Centers, Inc.,
Vice Chair, New York State Bar Association, Public Utility Law Committee, 2001 to
present; Member, Board of Trustees, Westminster Early Childhood Program, 2001 to
present.

EDUCATION

State University of New York at Buffalo
Law School
Buffalo, New York 14260
J.D. 1987

Articles Editor, *Buffalo Law Review*
Class rank: estimated top 10-15% (no numerical ranking)

University of Toledo
College of Law
Toledo, Ohio 43606
First year of law school 1984 - 1985

Class Rank: 2d out of 155
Invited to join *Toledo Law Review*
Awarded full in-state tuition merit scholarship

State University of New York at Buffalo
Joint degree in Economics and
Communication
B.A. 1983

Michael Reville
[REDACTED]
Buffalo, New York [REDACTED]

December 12, 2001

[REDACTED]

Re: Response to Request for Information

Dear Steven:

Here is my response to the Request for Information form from the Charter School Institute.

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

My resume is attached.

2. **Please affirm that you will be at least eighteen years old by January 1, 2002.**

I affirm that I will be at least eighteen years old by January 1, 2002.

3. **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 Tapestry Charter School ("Tapestry") first by word of mouth in the community and later in the process of enrolling my daughter, who is now an attending student. I learned of the opportunity to serve as a member of Tapestry's board through Amy H. Friedman, an Initial Trustee of Tapestry.

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

I provided the following explanation to introduce myself to Tapestry's parents prior to the election for my inclusion on the board:

I have previous not-for-profit board experience in Cleveland and in Buffalo, and completed United Way's Leadership Development program, with a focus on not-for-profit organizational management, funding, grant writing and operations. In a very short time, Tapestry's faculty and administration have managed to create a "persona" for the

school, develop ardent and loyal parental support, and spark a desire to learn in Eileen, our 4-year old, that is wonderful to observe. The school's open, interdisciplinary (and multi-age) academic model, together with an emphasis on the arts, form an absorbing and enjoyable learning environment that works. This is what we see. Parental involvement is critical (perhaps increasingly so) to maintaining a sense of community and shared interests at the school. I would like to work with the Tapestry board to preserve and grow what has been developed, and to help establish the school as a distinctly identified community institution, a critical requirement for its long-term success.

5. **Please indicate whether you have previously served on the 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.**

I have served as a member and, in some cases, officer of a number of not-for-profit boards and professional associations. During my involvement with those organizations, I participated in financial activities (including fund-raising and grant writing and budget development), development and revisions of by-laws, personnel matters and strategic direction, among other things. My experience has also taught me teamwork skills (in the form of organizing, directing and participating in committees) and persuasive advocacy. I believe that these skill sets have value in many forums, and can be applied to Tapestry's benefit. Furthermore, and perhaps more importantly, I am a city resident with a daughter attending Tapestry. I therefore have a personal stake in its success and firmly believe that the school is an important addition to the wider community of Buffalo and Erie County. Tapestry - its founders, administration, faculty and students - is a local asset that has already improved the quality of life in Buffalo. Its future and ability to flourish must be assured.

6. **Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.**

I met Amy Friedman several years ago while serving on one of the boards at the Albright-Knox Art Gallery. We are acquaintances by virtue of that introduction and previous working relationship, as well as neighbors in the Buffalo community.

7. **Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.**

By "school employee" I am assuming that the question refers to Tapestry employees. My wife and I have become acquainted with our daughter's teachers (solely by virtue of the student-teacher relationship) and various members of staff and administration through the school's ongoing organized activities.

8. **Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school**
- We do not.
9. **Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school . . .**
- We do not.
10. **If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit)**
- Not applicable, and we have no relationship with anyone in such a business.
11. **If the school is partnered with an educational service provider**
- Not applicable, and we have no relationship with anyone in such a business.
12. **If the school is partnered with an educational services provider,**
- Same as above nos. 10 and 11.
13. **Please indicate whether you, your spouse or other immediate family member is a director, etc.**
- Same as above nos. 10-12.
14. **Please indicate the potential ethical or legal conflicts of interest (if any) that would, or are likely to, exist should you be approved for service on the school's board.**
- None.
15. **Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).**
- After attempting to, through whatever appropriate means, verify any suspicion of self-dealing, I would ask the board member(s) to report the conflict according to the school's procedures; i.e. to the Tapestry Executive Committee, where the matter would be received for investigation. If the suspected board member(s) did not report the matter, I would report it myself to the Executive Committee for its review.
16. **Please provide your understanding of the schools mission/philosophy.**

As I understand it, Tapestry utilizes a multi-age, multi-disciplinary approach to education that promotes independence and self-motivated learning. Students learn in an environment that engenders respect for adults, peers and in the school itself. Tapestry emphasizes the arts and, as I have observed, accommodates individual learning characteristics so that achievement can be measured through numerous means. In witnessing my own daughter's excitement in the learning process at Tapestry, I am very impressed with the method.

17. **Please indicate whether you are familiar with the educational program of the school.**

I am familiar with the educational program as it is practiced in my daughter's class and through information distributed by the school.

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

Funding is critical and in the current financial environment, it will be a particular challenge. Equally important, however, is that the school develop an identity in the community. Competition for faculty talent, funding and students depends on recognition of Tapestry as an educational asset of unique significance. Toward that end, Tapestry must continue its efforts to promote parent involvement across the spectrum of the school's multiple needs.

19. **Please indicate your understanding of the appropriate role of a public charter school board member.**

Both advocate and fiduciary in a position of public trust.

20. **Please affirm that you have read the school board's by-laws and conflict-of-interest policies.**

I have.

21. **Please provide any other information that you feel pertinent to the Charter School Institute's review.**

CERTIFICATION ATTACHED

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Mike Revilla, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the JANETRY Charter School is true and correct in every respect.


Signature12/13/01
Date

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Susan Gelluck certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Susan Gelluck
Signature

6/1/02
Date

1. Please see the attached resume.
2. 6/15/46
3. I became aware of the charter school through neighbors whose children attend the school and other parents of children at the school. I also serve on other volunteer organizations with parents of children at the school.
4. Prior to my retirement, I worked as a psychologist and school administrator in the public school system. I am familiar with state and federal laws and regulations governing the operation of schools. I have experience in developing and implementing new programs, especially for disabled students. I was awarded Best Practice in New York State twice for programs I developed for handicapped children. I do feel that the charter school environment offers more opportunity and administrative encouragement to provide creative and individualized programs for students.
5. I have served on the following boards: Batavia School for the Blind, AboutFace of WNY, and Eating Disorders of WNY. I was a member of the 1998 Leadership Buffalo class. As noted in my resume, I have a Ph.D. in Clinical Psychology and district-wide certification in School Administration.
6. One board member is a volunteer on a steering committee for the West Side Planning Collaborative. I also volunteer on that committee.
7. n/a
8. n/a
9. No
10. n/a
11. n/a
12. n/a
13. No
14. None
15. I would first speak directly to the board member to determine whether they are aware of the conflict. If the member did not voluntarily remove themselves from the situation, I would provide official written notification to the Board. The Board as a whole would then follow the procedures noted in the Memorandum of Understanding, and determine the most appropriate course of action.
16. The mission includes the development of excellence in reading and writing skills, with a concomitant development of high moral character emphasizing personal responsibility and social sensitivity. The mission encourages each child to develop his/her individual talents, promoting creativity and a desire for lifelong learning.
17. Yes
18. Academically, emphasis on reading and comprehension skills, early introduction of a foreign language, musical appreciation through composing music and playing instruments. The ability to translate the academic skills learned to implementation in the everyday world should be emphasized. The enhancement of emotional intelligence through emphasis on interpersonal sensitivity, empathy and the use of conflict resolution skills help facilitate satisfaction and

- success. I think the Board can both promote and model the latter behaviors by using the same values in interacting with the teachers and other staff. In particular, the school's performance will be judged in part by the success of the students on standardized tests. It will be the Board's job to ensure that teachers receive support, encouragement and the tools to be successful so that the teachers can utilize the same methods with the students
19. The purpose of each board member, is to assure that Tapestry Charter School (1) implements its Mission (2) achieves appropriate results for appropriate persons at an appropriate cost and (3) avoids unacceptable actions and situations.
20. Yes, I have read the school board's by-laws and conflict of interest policies.
21. n/a

Jason Bullock

2. CONFLICT OF INTEREST

A. Definition of Conflict of Interest

A conflict of interest is one that would adversely affect one's judgement when acting on behalf of the organization. It is acknowledged that the presence of a conflict of interest or the presence of compromising or competing influences may prejudice one's ability to act objectively in the fulfillment of one's duties or responsibilities as a board member.

B. Procedures

Where a conflict of interest arises, the following procedures will apply:

Every possible occurrence, real or perceived, of potential conflicts of interest or breaches of confidentiality cannot be concealed. Therefore unresolved matters will be referred to the TCS Executive Committee for review and then recommendations will be forwarded to the Board of directors for final disposition.

Should a member consider that a conflict of interest exists:

s/he shall disclose the conflict of interest at any board meeting;

the board member involved in the conflict shall leave the room in which any discussion of the matter takes place and shall not take part in any discussion, consideration or vote on the matter;

the board member shall not attempt at any time before, during, or after the meeting to influence the voting on any such questions in any way.

No board member shall participate in any fashion in the hiring, promotion, disciplining or termination of a family member who is also an employee of the TCS.

Every declaration of interest and relationship shall be recorded in the minute of the meeting.

Information obtained in the course of a member's involvement with the TCS will not be used to further his/her own personal, professional, business or financial interests.

Each member is to acknowledge receipt of this policy and commitment to comply with it by signing and returning a completed Memorandum of Understanding to the Executive Director who will retain it on file.

3. CONFIDENTIAL OR INSIDER INFORMATION

TCS members have access to confidential and/or insider information that they must not divulge to any person outside the TCS. Moreover, each individual must treat the information in a similar manner following the termination of his/her board, committee or staff relationship, except when a lawful authority orders such information to be disclosed.

Susan Hillside
6/1/02

CURRICULUM VITA

Susan L. Gillick

Buffalo, New York

EDUCATION

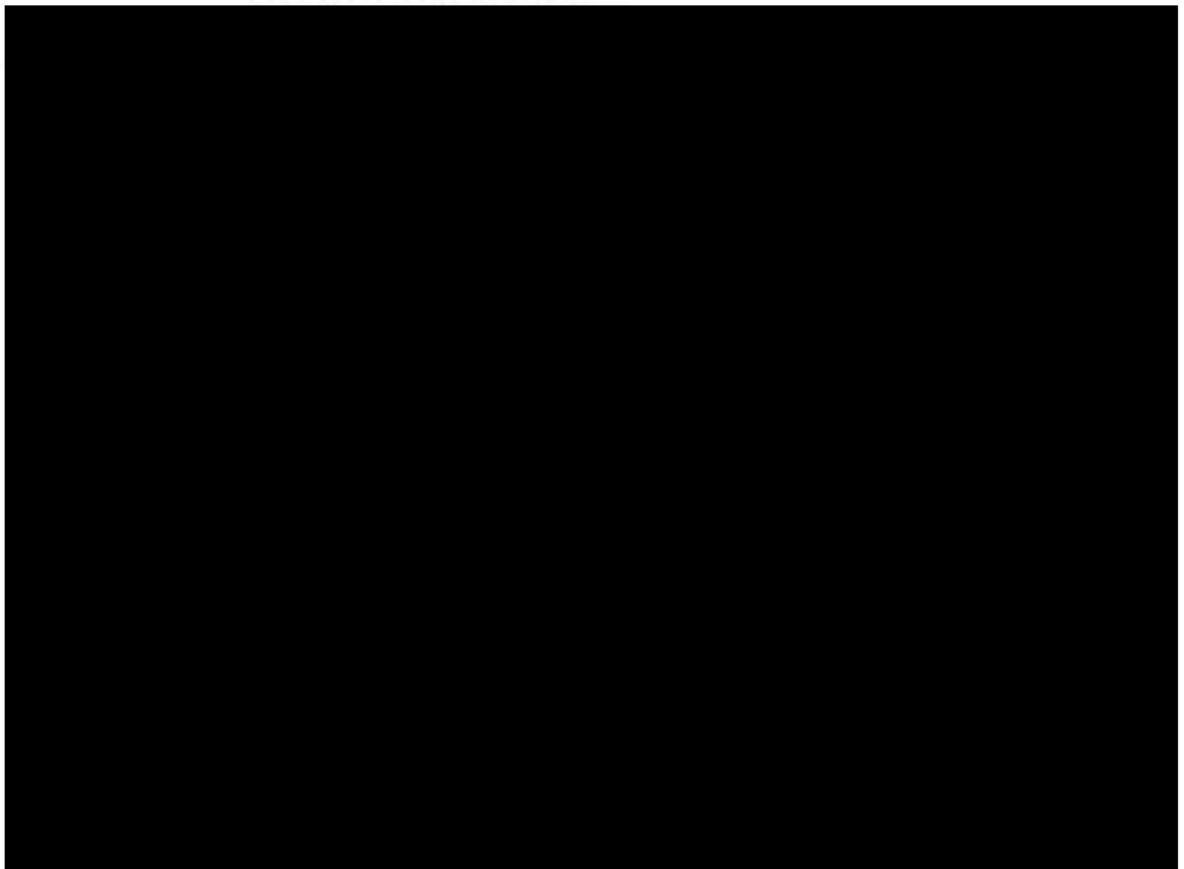
1974

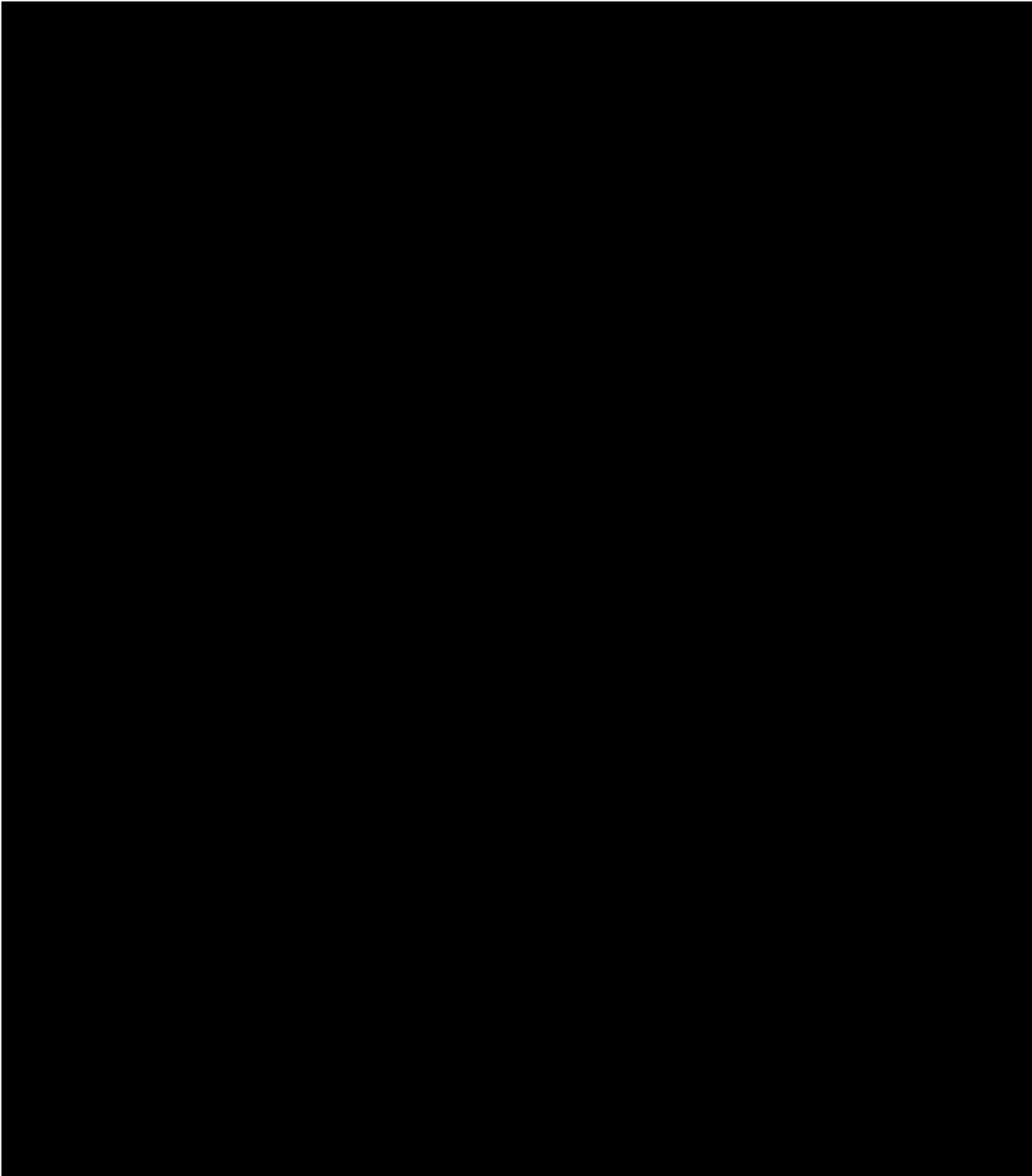
Ph.D.: State University of New York at Buffalo, Clinical Psychology
Dissertation: "Training Parents as Therapists in the Treatment of Juvenile
Obesity".

1968

B.A.: Syracuse University, Major-Psychology, Minor-Zoology

CLINICAL EXPERIENCE and EMPLOYMENT





COMMUNITY SERVICE

2001-present
"VOICE Buffalo": Chair, "Project Palante" =

1996-present

"Habitat for Humanity", Family Selection Committee
United Way Strengthening Families Investment Team

1998-2002

New York State Electric and Gas Corporation's Educational Advisory Panel

1997-1998

Leadership Buffalo

1995-1997

Chair, Public Relations committee, "VISION for Tomorrow", a community planning organization

1989-1995

Co-founder and Director of "About Face of Western New York", a non-profit support group for facially disfigured individuals

PROFESSIONAL AFFILIATIONS

American Psychological Association
Psychological Association of Western New York
School Psychologists Associations of Western New York
School Administrators' Association of New York State

1991-1995

American Cleft Palate Cranio-Facial Association

1993-1994

President, Federation of Cranio-Facial and Cleft Palate Centers of New York State

1992-1994

President, Depew School Administrators Association

1991-1992

Vice-President Depew School Administrators Association

CERTIFICATIONS

1994

School District Administrator, New York State Education Department

1979

School Administrator and Supervisor, New York State Education
Department

1976

School Psychologist, New York State Education Department

PUBLICATIONS

1991

"Identification and Intervention Strategies for Professionals Working with
Children and Families Affected by Poly-substance Abuse", Education
Committee, Perinatal Addictions Drug Task Force, CHOB

AWARDS

2000

Received Best Practice Award from University of Albany in association with
New York State Education for school-to-work program for children ages 5-
21 years of age

1998

Received Best Practice in New York State award in education programs
for development of K-12 Special Education Program entitled "All Children
Can Learn to Earn"

1997

"Pathfinder in Education" Award from Business First magazine for
excellence in building partnerships between education and business

"Best Practice" Award, New York State Department of Education for
program that placed mildly disabled high school students with the New
York State Electric and Gas Company in a school-to-work program

Request for Information from Prospective Charter School Board Members

Background:

- 1.) See attached resume.
- 2.) My birthdate is 08/04/1961.
- 3.) I served on the CELAA board with Brooke Anderson who was associated with another Charter School Board. She was aware of the search that the Tapestry Charter School was undergoing for board members and my interest in education. Brooke put me in touch with Amy Friedman and the relationship built from this initial meeting.
- 4.) Back in 1992, I was accepted into the University of Chicago's PhD program in Educational Research. Education has always been a strong interest of mine and with my background in statistics, I considered educational research to be an opportunity ripe with interesting areas to pursue and expand. However, a different path in my life opened and I decided to pursue research in the pharmaceutical industry and started a business which is celebrating its 10th anniversary this year.
- 5.) I am currently serving as Chair of the Center for Entrepreneurial Leadership Alumni Association. In addition, I, in conjunction with two other partners have grown Cognigen to a 70 person organization. Tapestry is an educational institution, but in many if not all ways it is a growing business. The experiences I had in growing Cognigen will all be relevant to growing Tapestry and making it one of the leading educational institutions in Western New York.

Conflict of Interest:

- 6.) Prior to becoming involved with the Tapestry Board I was not familiar with any of the other board members, prospective, or former board members.
- 7.) I am not aware of anyone who has been a Tapestry Employee for the past two years.
- 8.) I currently do not have any business relationship with Tapestry School and I do not have plans to do so in the future.
- 9.) No one in my immediate family anticipates conducting or is conducting any business with Tapestry.
- 10.) I am not associated with any education service provider.

- 11.) No one in my immediate family is associated with any education service provider.
- 12.) I, nor any one in my immediate family, anticipates conducting or is conducting any business with an educational service provider.
- 13.) I, nor my immediate family, is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the Tapestry Charter School.
- 14.) I am unaware of any ethical or legal conflicts of interest that would or are likely to exist during my tenure as a Board Member of the Tapestry Charter School.
- 15.) If I had knowledge of one or more members of the school's board was involved in self dealing, I would approach the person one on one to determine the exact nature of the situation and determine if the nature of the business followed the appropriate policies, procedures, and processes put in place by the board. If there was a potential conflict that was not to be resolved one on one, I would approach the Board Chairperson to bring it up as an agenda item at a future meeting and follow the conflict of interest policy.

Educational Philosophy:

- 16.) The mission of the Tapestry School is to provide a learning center that weaves together the humanities, sciences, arts and social responsibility. The school offers an environment where students are encouraged to become self-directed, independent learners. This is achieved through progressive interdisciplinary teaching techniques, small class sizes, and presence of teacher's aide(s) in each class level.
- 17.) I am not familiar with the education program at the Tapestry School. Although I will be bringing other skills to the board, my learning curve will be in understanding the education programs, the teaching techniques, and the performance based assessment tools used at Tapestry. This is a large gap, but one that I am thrilled to dive into with help of the many exceptional educational professionals at Tapestry.
- 18.) I believe that the School Boards duty should be to set policy and procedure for the school in terms of finance, human resources, expansion, fund raising, and program development. The execution of the policies and procedures should be in the hands of the School administration and professionals. Yet, in order to set policy and procedure, one must have a true understanding of the school and be involved so when making decisions there is an understanding of the impact of those decisions. My initial reactions to the school

were dynamic, open relationships, frank discussions, and openness to new ideas. The classes seem to pull people into them and I hope that I do become a more integral part of this process to learn more about the qualitative as well as quantitative aspects of Tapestry.

- 19.) I have spent time with each of the founders of the Tapestry Charter School and I understand their expectations of the board members and I am in complete agreement with those expectations.
- 20.) I have read the school board's by-laws and conflict of interest policies.
- 21.) I am a strong supporter of the public school system because I believe that every child has the right to equal opportunity in education. Reading is the way to open up our child's eyes to the wonders of this world and trains them to be the leaders of our future generations. Yet every child learns differently and therefore establishing Charters schools that can have an independent vision with progressive teaching techniques while maintaining or improving on the public school standards and benefits not only motivates the children but the teachers and parents to become true partners in the educational process. I am excited to be a partner in this process.

Certification

I, Cynthia A Walawander, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Cynthia A Walawander
Signature

1/2/2013
Date

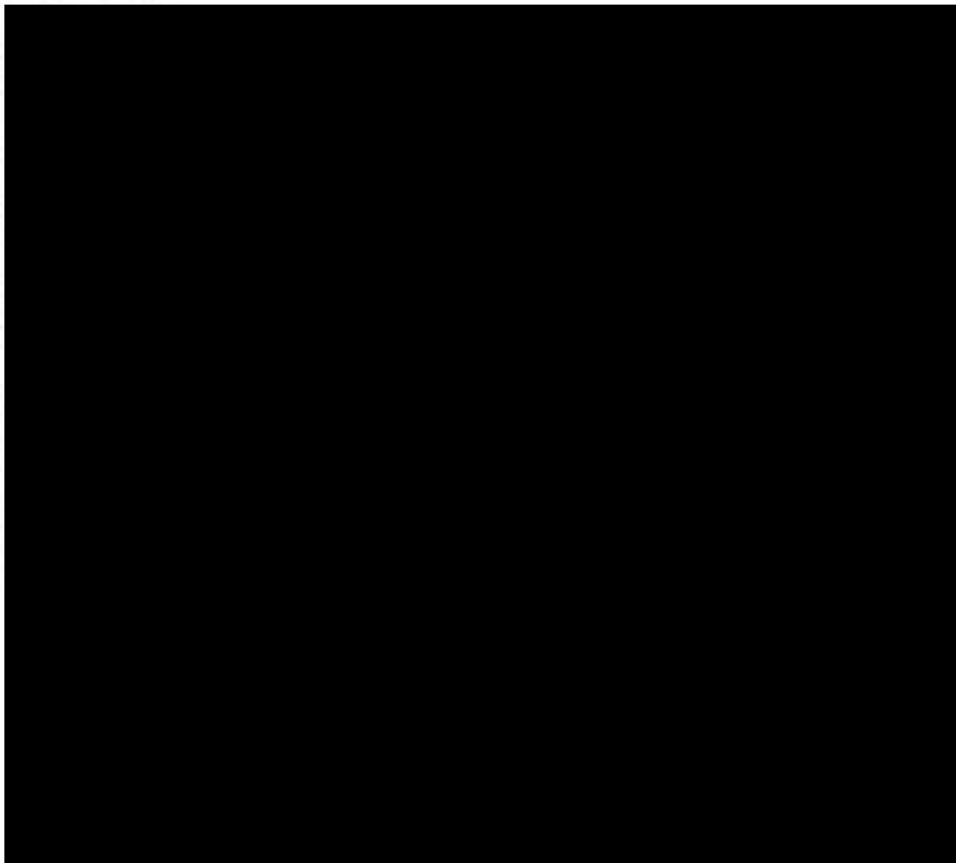
CURRICULUM VITAE
Cynthia A. Walawander, M.A.
August, 2002

Cosineen Corporation

[REDACTED]
Orchard Park, New York [REDACTED]

[REDACTED]
Buffalo, New York [REDACTED]
[REDACTED]

EMPLOYMENT:



COMPUTER SKILLS:

Operating Systems:
IBM 3084/GX CMS/VM; IBMPC/MSDOS; SUN solaris2.4.

Languages/Software:
Netscape, HTML
TCL/TK, Postgres
SASv6.11, SAS/Graph, SAS/AF, SAS/Insight, SAS/ETS, SAS/Stat
NONMEM, SPSSX, Minitab, SPSS/PC, Microsoft Office components,
Framemaker.

EDUCATION:

M.A. Statistics January, 1988
Department of Statistics
State University of New York at Buffalo
Buffalo, NY 14214

B.A. Statistics January, 1986
Department of Statistics
State University of New York at Buffalo
Buffalo, NY 14214

Center for Entrepreneurial Leadership, 1999
State University of New York at Buffalo
Center for Entrepreneurial Leadership
Buffalo, NY 14214

PUBLICATIONS:

Grasela Jr TH, Walawander CA, Welage LS, Wing PE, Scarafoni DJ, Caldwell JW, Noguchi JK, Schentag JJ. Prospective surveillance of antibiotic associated coagulopathy in 970 patients. *Pharmacotherapy*. 1989;9(3):158-164.

Gutfeld MB, Welage LS, Walawander CA, Wilton JH, Harrison NJ. The influence of intravenous cimetidine dosage regimens on the disposition of theophylline. *Journal of Clinical Pharmacology*. 1989;29:665-669.

Welage LS, Hejmanowski LG, Wilton JH, Walawander CA, Rigan D, Williams JS, Schentag JJ. Comparison of N-methylthiotetrazole dispositions in healthy volunteers following single intravenous doses of moxalactam, cefoperazone, and cefotetan. *Antimicrobial Agents and Chemotherapy*. June 1989;857-861.

Grasela Jr TH, Welage LS, Walawander CA, Timm EG, Pelter M, Poirier T, Walters K. A nationwide survey of antibiotic prescribing patterns and clinical outcomes in patients with bacterial pneumonia. *DICP, The Annals of Pharmacotherapy*. 1990;24:1220-1225.

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Goss TF, Walawander CA, Grasela Jr TH, Meisel S, Katona B, Jaynes K. Prospective evaluation of risk factors for antibiotic-associated bleeding in critically ill patients. *Pharmacotherapy*. 1992;12(4):283-291.

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Nahrwold ML, Roizen MF, Stanley TH, Thisted RA, Walawander CA, White PF, Apfelbaum JL, Grasela Jr TH, et al. Phase IV study of propofol: validation of the data set. (supplement) *Anesthesia and Analgesia*. 1993;77:S1-2.

Hug CC, McLeskey CH, Nahrwold ML, Roizen MF, Stanley TH, Thisted RA, Walawander CA, White PF, Apfelbaum JL, Grasela Jr TH. Hemodynamic effects of propofol: data from over 25,000 patients. (supplement) *Anesthesia and Analgesia*. 1993;77:S21-29.

McLeskey CH, Walawander CA, Nahrwold ML, Roizen MF, Stanley TH, Thisted RA, White PF, Apfelbaum JL, Grasela Jr TH, Hug CC. Adverse events in a multicenter phase IV study of propofol: evaluation by anesthesiologists and PACU nurses. (supplement) *Anesthesia and Analgesia*. 1993;77:S3-9.

Apfelbaum JL, Grasela Jr TH, Hug CC, McLeskey CH, Nahrwold ML, Roizen MF, et al. The initial clinical experience of 1819 physicians in maintaining anesthesia with propofol: characteristics associated with prolonged time to awakening. (supplement) *Anesthesia and Analgesia*. 1993;77:S10-14.

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Wang ECY, Grasela Jr TH, Walawander CA. Applying epidemiology-based outcomes research to clinical decision-making. *Pharmacoeconomics*. 1999;15(4):385-393.

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Apfelbaum JL, Walawander CA, Grasela TH, Korttila K, McLiskey C, Roizen MF, Wetckler BV, Wise P. Eliminating Intensive Postoperative Care in Same-day Surgery Patients Using Short-acting Anesthetics. *Anesthesiology* 2002;97(1):66-74.

POSTERS/PRESENTATIONS:

Apfelbaum JA, Grasela Jr TH, Walawander CA, the S.A.F.E. Study Team. Benchmarking data to modify practice reduces ambulatory surgical center expenses. *Anesthesiology*. 1997;87(3):A963.

Apfelbaum JA, Grasela Jr TH, Walawander CA, the S.A.F.E. Study Team. Bypassing the PACU - a new paradigm in ambulatory surgery. *Anesthesiology*. 1997;87(3):A32.

Bacon D, Skomra R, Walawander CA, Knight P. Contributing factors to serious adverse outcomes. *Anesthesia & Analgesia*. 1999;88:S151.

Skomra R, Bacon D, Walawander CA, Knight P. Benchmarking and risk adjustment of patient outcomes across anesthesia provider teams. *Anesthesia & Analgesia* 1999;88:S165.

Walawander, CA, Grasela Jr TH. Changing paradigms of care using outcomes research data. Drug Information Association Workshop. Seattle, Washington. April 26-27, 1999.

Grasela Jr TH, Walawander CA, Roberts JR. Managing data analyses using the PERSPECTIVE, hypertext data analysis mapping tool. Drug Information Association Workshop. Seattle, Washington. April 26-27, 1999.

Maloney C, Ouslander JG, Babington MA, Walawander CA, the UHM Program Group. Evaluation of a Urinary Health Management Program in the Nursing Home. American Society of Consultant Pharmacists Annual Meeting. St. Louis, Missouri. November 10-13, 1999.

Ouslander JG, Maloney C, Fraser M, Grasela Jr TH, Rogers L, Schnelle JF, Walawander CA. Outcomes From a Urinary Health Management Program in Five Nursing Homes. *The Consultant Pharmacist*. 2000;15:9.

Walawander CA, Grasela TH. A Strategy for Urinary Incontinence Management in the Nursing Home - A Mandated Outcome Measure. Drug Information Association Workshop. Seattle, Washington. May 11-12, 2000.

Foitt DJ, Yalamanchili S, Walawander CA, Grasela Jr TH. Transcend global and corporate boundaries during drug development. Drug Information Association Annual Meeting. Denver, Colorado. July 8-12, 2001.

Miller SW, Smith K, Sandoval RL, Mozaffari E, Walawander CA. Pharmacoeconomics and Outcomes of IV Vancomycin in the Nursing Home. American Society of Consultant Pharmacists Annual Meeting. Chicago, Illinois. November 7-10, 2001.



Charter Schools Institute

State University of New York

Request for Information from Prospective
Charter School Board Members

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, John D. Cook, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

John D. Cook
Signature

December 13, 2002
Date

Buffalo, New York

December 13, 2002

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, New York 12207

To Whom It Concerns:

The following is provided in response to your request for information from prospective charter school board members. Please feel free to call me at 716 837-5784 with any questions or if you require additional information.

Background

1. Resume enclosed
2. I was at least eighteen years old by January 1, 2002.
3. The current president of the board of directors of the Tapestry Charter School informed me that the board had openings. I had learned of the school's opening through media reports and conversations with friends, acquaintances and colleagues.
4. I am interested in serving on the board of directors as I am interested in and supportive of the Tapestry School's mission, and I feel I have some talents and abilities that may contribute to the school's growth and development that will (indirectly) help the students at the school.
5. I have served on a number of not-for-profit boards (see resume).

Conflict of Interest

6. I know several current members of the Tapestry Charter School board of directors. One board member is a parent of a child who attends the same day care center as my child; I used to work as an attorney with the husband of another board member and I attended law school with another. I know the president of the board through informal contacts and our mutual interest in charter school development.
7. Neither my spouse nor I know any current or former school employees.
8. Neither my spouse nor I know of anyone doing, or planning to do any business with the school.
9. No one in my family or my spouse's family anticipates doing any business with the school.
10. NA
11. NA
12. NA
13. NA
14. There are no legal or ethical conflicts of interest that would arise from my service as a board member.

15. If I became aware of a board member engaged in self-dealing I would notify the president of the board as soon as possible and ensure that the potential conflicts of interest were disclosed to the board and that all appropriate actions would be followed. These actions would include (1) the self-dealing board member would excuse himself or herself from certain meetings, (2) he or she would disclose all material information pertinent to the self-dealing, (3) the self-dealing would be terminated as appropriate, and (4) if necessary the board member would resign or be terminated from the board.

Educational Philosophy

16. I understand that the Tapestry Charter School's mission is to provide a challenging educational program in which students are encouraged to become independent and self-directed learners. Parent involvement and progressive, interdisciplinary teaching techniques are highly valued, and the school is committed to serving a culturally, racially and socio-economically diverse student body.
17. I am familiar with the educational program of the school.
18. I believe a successful school is one in which all students are simultaneously challenged and nurtured so that they develop their full potential. Some of the many steps a school must take to ensure success is to foster excellence in teaching (hiring, retention and training), adopt an effective philosophy and curriculum, foster parental support and take steps to reasonably measure student performance. A culture of dedication to excellence, accountability and responsibility are all key to this effort.
19. Charter school board members should provide the general oversight to ensure that the qualities described above are present. Board members should be actively involved in the long-range planning and policy setting, but should not be intrusive in the day-to-day operations of a school (or any other organization).
20. I have read the school board's by-laws and conflict of interest policies (Certification Attached)

Very truly yours,



John D. Craik

Enc.

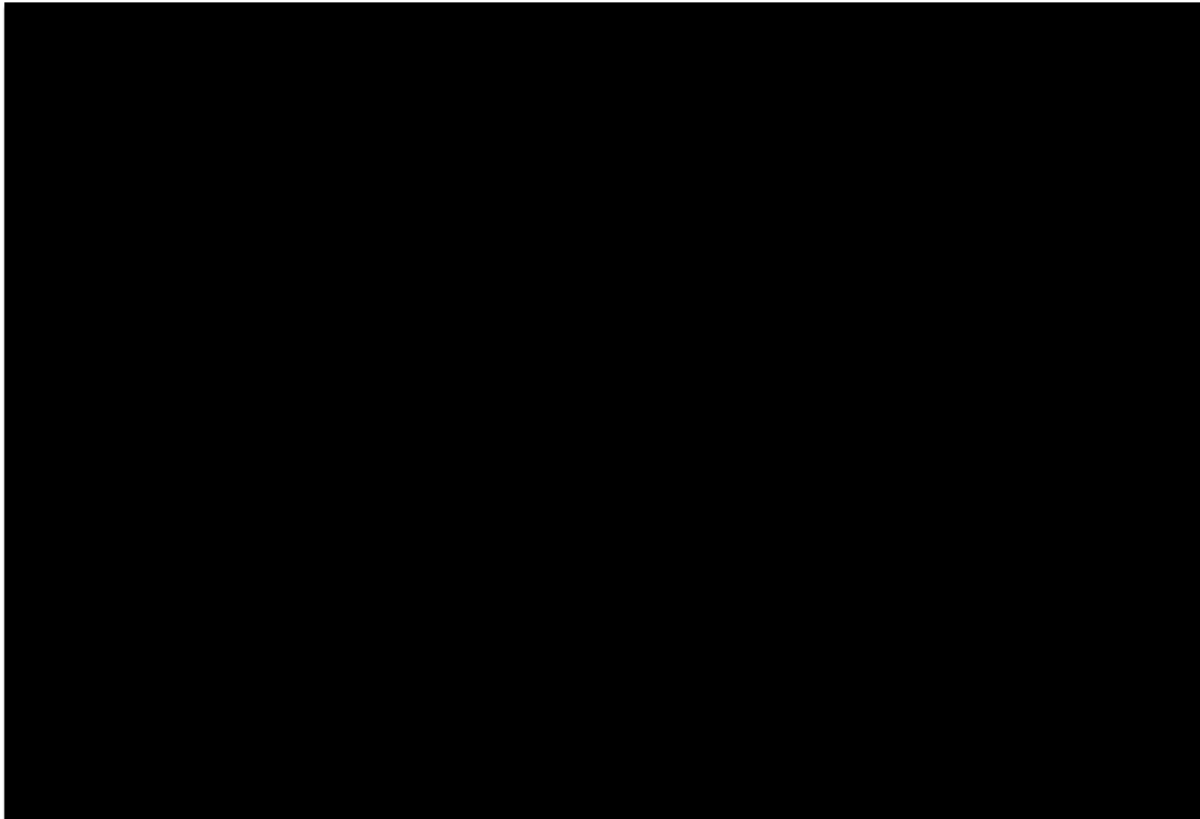
John D. Craik

Buffalo, New York

ACHIEVEMENTS AND ABILITIES

- 10 years successful leadership in innovative program planning, implementation, evaluation and funding
- Excellent corporate and community relations experience resulting in more than 100% organizational growth (budget, staff, outreach and donor base)
- Strong analytical skills and legal background with emphasis on community development
- Superior public speaking, networking and relationship-building skills
- Successful grant-writer securing more than \$1 million in grant awards

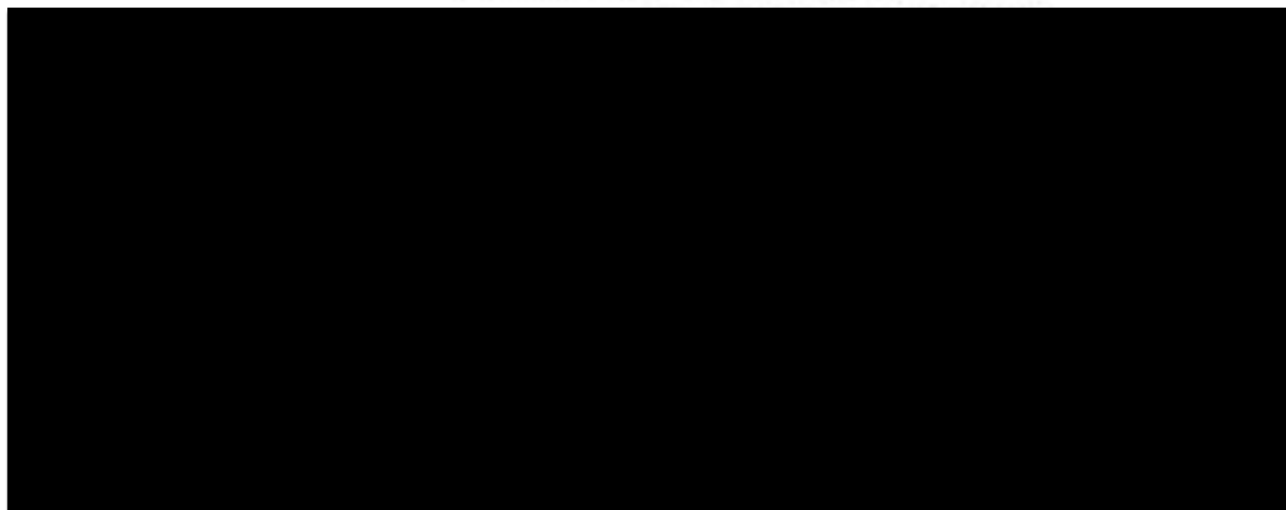
RELATED EMPLOYMENT



LEADERSHIP & COMMUNITY EXPERIENCE

- University at Buffalo, President's Task Force on Racial & Ethnic Diversity, 2000-2001
- Administrative Service Organization, (not for profit collaborative administrative function), Co-Founder, 2000
- Food Bank of Western New York, Board of Directors, 1996-2002
- Homespace Corporation, Board of Directors, 1996-2000
- Buffalo Financial Plan Commission, Volunteer Researcher, 1994
- Leadership Buffalo, Class of 1990
- Project DEPTH, Co-Founder and Grantwriter, 1987
- Friends of Night People, President, Board of Directors, 1986-1988

ADDITIONAL EMPLOYMENT



EDUCATION

State University of New York at Buffalo, School of Law

J.D. 1994, *Magna cum laude*

- Buffalo Law Review - Editor in Chief
- Jessup Moot Court Competition - Regional Competition Winner
- Robert J. Connelly Award for Excellence in Trial Advocacy

Cornell University, Industrial and Labor Relations

B.S. 1986, Major in Human Resource Management

PERSONAL

Contributing columnist to *Traffic East* magazine and occasional triathlete

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Carolyn P. Dukam MS certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

CP Dukam
Signature

6/8/03
Date

Carolyn Piver Dakarm M.D.
Prospective Parent Trustee, Tapestry Charter School, Buffalo, New York
Request for information from Prospective Charter School Board Members

Background

1. See CV
2. See CV
3. I became aware of the Tapestry Charter School from our neighbor whose daughter had started first grade at Tapestry during the 2001-2002 school year. We entered our son, [REDACTED] in the lottery for the 2002-2003 kindergarten class. [REDACTED] is now completing kindergarten this month, and our entire family is thrilled with what a wonderful experience this year has been. [REDACTED] learned to read in the first 2 months of school, has thrived both academically and developmentally and is disappointed that "there is no school during the summer."
4. I decided to enter my name as a candidate for the Parent Trustee position on the Board of Trustees because I believe in the mission of Tapestry and feel privileged to have my child (and his brother in 2004) enrolled there.
5. I have not previously served on a school board.

Other experience/ skills:

I am a pediatrician who specializes in the medical treatment of anorexia and bulimia and the director of The Center for Eating Disorders at Sisters Hospital. I completed a subspecialty fellowship in adolescent medicine and therefore have experience with issues of development and self-esteem. In addition, before medical school, I was a teacher at a school in New York City that had a similar educational philosophy to Tapestry's.

Conflict of interest

6. We have met the board members who are also parents of students at Tapestry Charter School through school functions.
7. Prior to our son's enrollment at Tapestry Charter School, we did not know any employees at the school. Since that time we have met all of the teachers and staff and are unbelievably impressed with their dedication, creativity and warmth.
8. No.
9. No.
10. No.
11. No.
12. No.
13. No.
14. None.

15. I would raise my concerns and any objective data to the Board of Trustees and follow the appropriate actions as outlined in the Bylaws of the Tapestry Charter School.
16. The Tapestry Charter School's philosophy emphasizes the importance of self-directed learning and interdisciplinary teaching, with a special focus on social responsibility. This combination extends beyond academic development to development of the whole person.
17. I am familiar with the educational program at Tapestry as a parent of a kindergarten student. I have witnessed the supportive, non-competitive nature of the multi-age classroom. Each student learns more than the subject material; they also learn how to learn from, and how to teach, peers.
18. A nurturing, caring environment sets the stage for learning. A school where students feel safe to explore academic material, learn about themselves and take risks is a successful school. The Board is responsible for ensuring that the environment is nurturing and safe for all students. It is responsible to ensure that all teachers and staff are carrying out its stated mission.

Other:

19. The role of a public charter school board member is to uphold the mission of the school and oversee the management of the school, including finances and human resources.
20. I affirm that I have read the school board's by-laws and conflict of interest policies.
21. N/A.

CAROLYN PIVER DUKARM, M.D.

[REDACTED]
Buffalo, New York
[REDACTED]

[REDACTED]
Buffalo, New York
[REDACTED]

Personal Data

[REDACTED]

Education

Postgraduate

University of Rochester School of Medicine
Rochester, New York
Fellowship, Adolescent Medicine: 1994 – 1997

Children's Hospital of Buffalo
University at Buffalo School of Medicine
Buffalo, New York
Residency, Podiatrics: 1989 – 1992

Graduate

University at Buffalo School of Medicine
Buffalo, New York
M.D. – 1989

Undergraduate

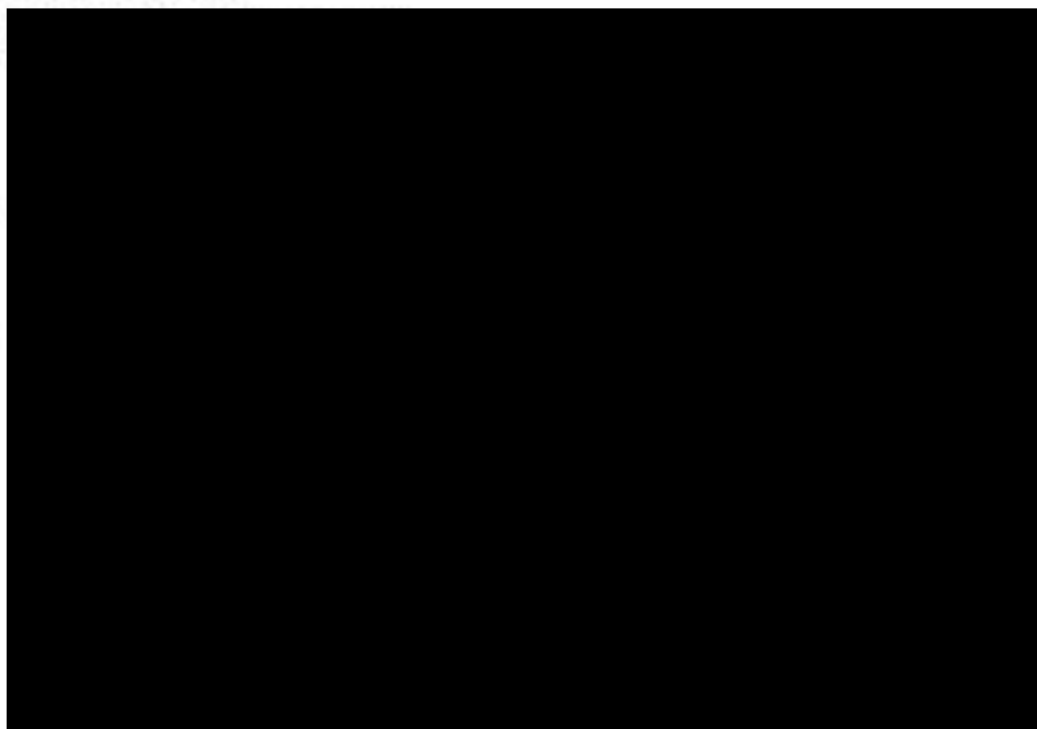
Denison University
Granville, Ohio
B.A. – 1984, Magna Cum Laude

High School

Nichols School
Buffalo, New York
1980

CAROLYN PIVER DUKARM, M.D., Continued

Professional Positions



Honors and Awards

Samuel W. Clausen Award, Department of Podiatrics, University of Rochester School of Medicine, 1996
Pediatric Award for Excellence, University at Buffalo School of Medicine, 1989
AMA Western Student Medical Research Forum Meritorious Research Award, 1989
National Institute of Health Oncology Fellowship, Roswell Park Cancer Institute, 1986
Phi Beta Kappa (National Honor Society), 1984
Omicron Delta Kappa (National Leadership Honor Society), 1984
Psi Chi (National Psychology Honor Society), 1984
Columbus Chamber of Commerce Award, 1984
Denison University Panhellenic Scholarship Award, 1984
Who's Who Among Universities and Colleges, 1984

CAROLYN PIVER DUKARM, M.D., Continued

Professional Societies

Academy for Eating Disorders, 1996 – present
Society for Adolescent Medicine, 1994 – present
American Medical Student Association, 1985 – 1989
Phi Beta Kappa, 1984

Professional Activities

Director and Founder, Camp Connect, Residential camp for adolescents with eating disorders, Rochester, New York, 1998
Gilda's Club Western New York, Development Committee, Buffalo, N.Y., 2000
Reviewer for:
Journal of Adolescent Health, 1994 – present
Pediatrics, 1995 – present
Journal of Developmental and Behavioral Pediatrics, 1996 – present
Archives of Internal Medicine, 1997
Center for the Study and Prevention of Violence, Committee Member, University of Rochester, 1997 – 1999
Pediatric Nutrition Research Cluster, Committee Member, University of Rochester, 1997 – 2000
College Admissions Interviewer, Denison University, 1984 – 1994
Board of Directors, American Cancer Society, Erie County Unit, 1991 – 1992
President, Children's Hospital of Buffalo Housestaff Association, 1991

Research Funding

Samuel W. Clausen Fellowship Award
Primary Investigator
University of Rochester School of Medicine, Department of Pediatrics,
Project: The Effect of Carbohydrate Intake on Symptoms of Bulimia (\$5,000)
1996-1997

CAROLYN PIVER DUKARM, M.D., Continued

Publications

Articles

Kreipe RE, Dukarm CP. Eating Disorders in Adolescents and Older Children. *Pediatrics in Review*, 1999; 20(12): 410 – 421

Dukarm CP, Byrd RS, Auinger P, Weitzman M. Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Archives of Pediatrics and Adolescent Medicine*, 1996; 150: 797 – 80.

Dukarm CP, Holl JL, McAnarney ER. Violence Among Children and Adolescents and the Role of the Pediatrician. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 5 – 15.

Kreipe RE, Dukarm CP. Outcome of Anorexia Nervosa Related to Treatment Utilizing an Adolescent Medicine Approach. *Journal of Youth and Adolescence*, 1996; 25(4): 483 – 497.

Kreipe RE, Lewand AG, Dukarm CP. Outcome for Patients with Bulimia and Breast Hypertrophy after Reduction Mammoplasty. *Archives of Pediatrics and Adolescent Medicine*, 1997; 151: 176 – 180.

Piver CJ, Messina AL, Brecher M, Zevon M. Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. *Illness, Crisis, and Loss* 1993; 3(4), 1 – 11.

Book Chapters

Dukarm CP, Munson S. Eating Disorders. In: *Child and Adolescent Mental Health*. Kaye D, Montgomery M, Munson S, eds., Baltimore: Lippincott, Williams and Wilkins, 2002.

Dukarm CP. Anorexia Nervosa. In: *Mosby's Pediatric Clinical Advisor*. Garfunkel L, Kaczorowski J, eds., St. Louis: Mosby, 2000.

Dukarm CP, McAnarney ER. Physical Conditions in Adolescence. In: *The Merck Manual, Seventeenth Edition*, Beers M, Berkow R, eds., Rahway: Merck and Co., Inc. 1999, 2427 – 2431.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Book Chapters, continued

Dukarm CP, McAnarney ER. Puberty and Problems in Adolescents. In: *The Merck Manual of Medical Information - Home Edition*. Berkow R, Beers M, Fletcher A, eds., Rahway: Merck and Co., Inc., 1997, 1254 - 1259.

Kreipe RE, Hedberg VA, Klein JD, Mitan LA, DiMeglio G, **Dukarm CP.** Adolescent Health. U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Bureau of Primary Health Care, National Health Service Corps. Educational Program for Clinical and Community Issues in Primary Care: (under contract with American Medical Student Association/Foundation) 1996.

Other publications

Dukarm CP (book review). *Children and Violence*, by Chiland, C and Young, JG. Northvale, NJ: Jason Aron, Inc., 1994. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 162 - 163.

Piver CJ (letter to the editor). Residency Training Under New York's New Regulations. *New England Journal of Medicine* 1991; 324: 273 - 274.

Abstracts

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Association of Disordered Eating and Risk Taking Behavior. *Journal of Adolescent Health* 1998; 22: 178. Presented at the Society for Adolescent Medicine, March 7, 1998, Atlanta, Georgia.

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Relationship between Socioeconomic Status and Disordered Eating Behavior. *Pediatric Research* 1997; 40:3A. Presented at the Society for Pediatric Research, May 2, 1997, Washington D.C.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Abstracts, continued

Dukarm CP, Byrd RS, Auinger P, Weitzman M (abstract). Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Pediatric Research* 1996; 39: 3A. Presented at the Society for Pediatric Research, May 9, 1996, Washington D.C.

Kreipe RE, Lewand AG, **Dukarm CP**, Caldwell E (abstract). Breast Reduction in Adolescents with Bulimia Nervosa and Macromastia. *Pediatric Research* 1996; 39: 6A. Presented at the Society for Pediatric Research, May 7, 1996, Washington D.C.

Piver CJ Litt IF (abstract). Rubella Susceptibility in an Adolescent Female Population. *Pediatric Research* 1989. Presented at the Western Society for Pediatric Research, February, 1989.

Piver CJ, Messina AL, Brecher M, Zevon M (abstract). Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. Presented at the Society for Behavioral Medicine, October, 1988.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Tina Houston McCrea

Buffalo, New York

PROFESSIONAL SUMMARY

*Administrative experience with program planning, development, and quality assurance.

*Supervisory experience.

*Mental Health Counseling/Case Management experience.

*Experience in counseling persons with health-related illnesses.

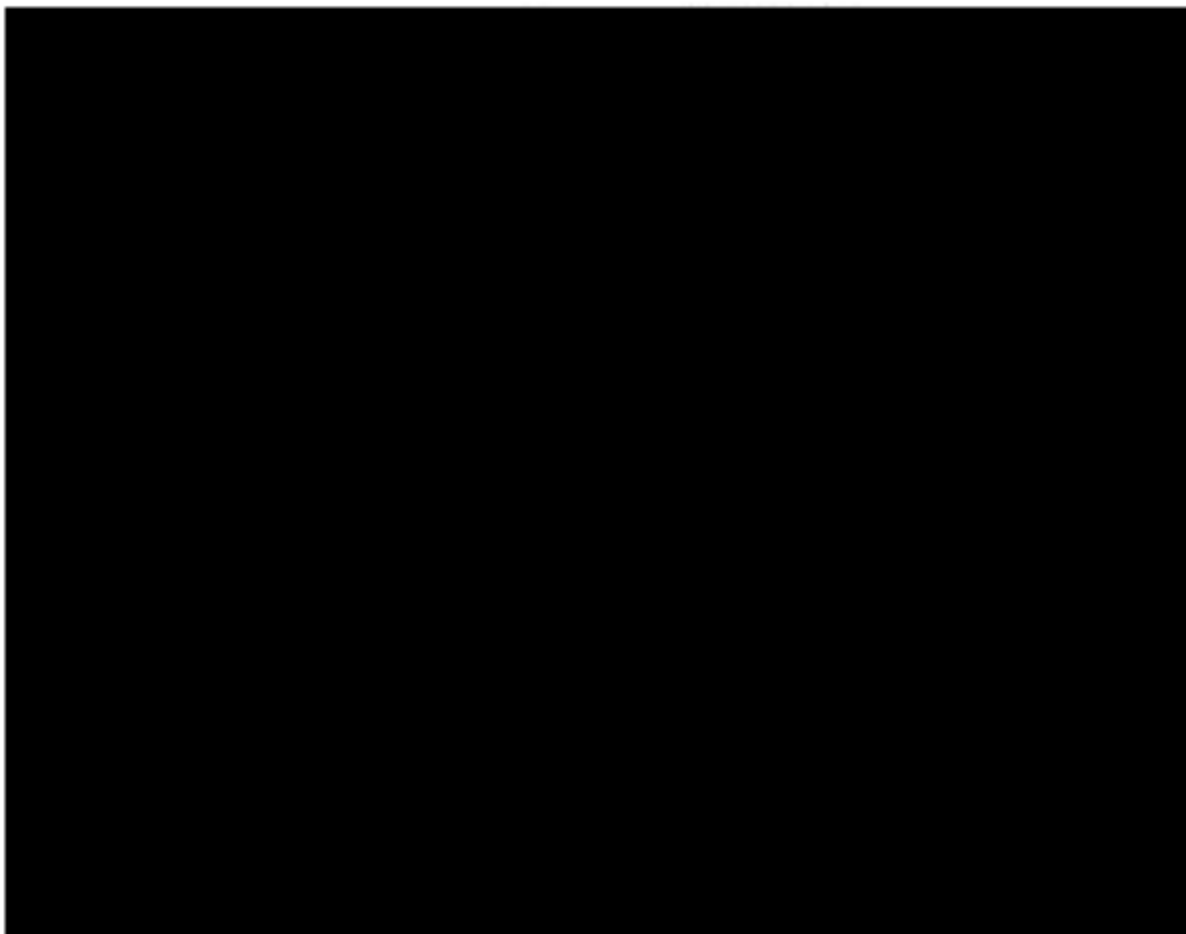
EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



EDUCATION

State University of New York at Buffalo Emory University, Atlanta, Georgia

Master of Social Work, May 1994 Bachelor of Arts, Psychology, 1979

LICENSURE

Certified School Social Worker, 2002 Certified Social Worker, 1994

**RESPONSE TO REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

Background

1. A resume is attached for your perusal.
2. I have surpassed age 18.
3. I became aware of the Tapestry Charter School through a colleague whose son attends school there. A parent/Board member informed me of an opening on the board and inquired about my interest.
4. I am truly impressed with the educational programming and operation of the Tapestry Charter School. The Administrators are concerned, involved, and accessible. The staff are well qualified and committed; and the children appear genuinely motivated within their creative learning environment. In light of my experience with Head Start, program planning and development with the New York State Office of Mental Health, and current employment with the Board of Education, I am confident my contribution to the charter school board would be significant.
5. Previous board service includes: The Mental Health Association of Erie County, The State University of New York at Buffalo School of Social Work Alumni, and The First Shiloh Christian High School. I am knowledgeable and experienced in the areas of child development, program planning and monitoring, collaborative agreements, staff training, policy/report writing, and public relations activities, etc.

Conflict of Interest

6. I recently met four current charter school board members via the board interviewing process. I did not know them previously, nor personally.
7. I do not know any of the school employees.
8. I do not know any persons with plans to conduct business with the charter school.
9. I do not plan to conduct business with Tapestry Charter School.
10. I do not know of any persons affiliated with an educational service provider.
11. I have no interest or ownership relative to an educational service provider.
12. I am not conducting any business with an educational service provider.
13. I am not, in any role, associated with an organization that may have filed an application in conjunction with the Tapestry Charter School.

14. I can identify no potential conflicts that would prevent me from service approval to the board.

15. Many variables come into play when a suspicious situation arises. I may respond in any number of ways, depending upon the facts. However, very generally speaking, I would first share my concerns with another board member for validation purposes. We could then decide next steps, i.e. confronting the board member in question, or presenting the matter to the board chairperson, for resolution.

Educational Philosophy

16. It is my understanding that the mission of Tapestry Charter School is to provide a learning center that offers challenging educational opportunities in a multi-age setting.

17. Having a son who attends Tapestry affords me the opportunity to become quite familiar with the educational program of the school. I can also attest to the fact that the program is effective in meeting the goals.

18. Some characteristics of a successful school include: a safe environment with adequate space and an atmosphere that is conducive to learning; knowledgeable staff who have a passion for teaching children, and whom possess the appropriate educational background, temperament, and sensitivity for doing so; an age-appropriate, diverse, multicultural curriculum that would equip students with the necessary skills for success both within and outside of, the school environment; parent involvement and partnership between school, community, and home; the resources necessary to ensure that each child has what they need to achieve academic success, i.e. staffing, materials, small class sizes, supportive services, nursing services, social work services etc; "special" classes, such as art, music, physical education, foreign language, dance, computer, and library access, as well as sporting events and opportunities for social interaction; field trips; a process for monitoring and evaluation of the program, staff, and students; administration and staff cohesiveness and accessibility; proper licensing and accreditation; and multi-age students from families of diverse cultural, racial, and socio-economic backgrounds.

The Tapestry Charter School Board of Trustees will be most effective in ensuring the success of the school by being knowledgeable of their role, and acting responsibly in accordance with the New York State Guidelines for Not-For-Profit Board Members. In addition, cohesiveness amongst members, communication with administration (or staff, as necessary), participation in school events, and positive representation to the overall community, will ensure success.

19. It is my understanding that the appropriate role of a board member includes managing the organization, making decisions crucial to the life and direction of the organization, and fulfilling fiduciary duties to the organization and the public it serves. All duties are to be exercised with two overriding responsibilities: to insure that (1) the charitable purposes of the organization are carried out, and (2) none of its assets are wasted or diverted for private benefit.

20. I have read the school board's by-laws and conflict-of-interest policies.

21. I appreciate the opportunity, and am looking forward to serving on the Tapestry Charter School Board of Trustees.



Charter Schools Institute
State University of New York

**Request for Information from Prospective
Charter School Board Members**

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-6277
Fax: 518-427-6510

RECEIVED

JUN 30 2003

Charter Schools Institute

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

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3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
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11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
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14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Carolyn P. DeKam MS certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

CP DeKam
Signature

6/8/03
Date

Carolyn Piver Dukarm M.D.
Prospective Parent Trustee, Tapestry Charter School, Buffalo, New York
Request for information from Prospective Charter School Board Members

Background

1. See CV
2. See CV
3. I became aware of the Tapestry Charter School from our neighbor whose daughter had started first grade at Tapestry during the 2001-2002 school year. We entered our son, Ryan, in the lottery for the 2002-2003 kindergarten class. Ryan is now completing kindergarten this month, and our entire family is thrilled with what a wonderful experience this year has been. Ryan learned to read in the first 2 months of school, has thrived both academically and developmentally and is disappointed that "there is no school during the summer."
4. I decided to enter my name as a candidate for the Parent Trustee position on the Board of Trustees because I believe in the mission of Tapestry and feel privileged to have my child (and his brother in 2004) enrolled there.
5. I have not previously served on a school board.

Other experience/ skills:

I am a pediatrician who specializes in the medical treatment of anorexia and bulimia and the director of The Center for Eating Disorders at Sisters Hospital. I completed a subspecialty fellowship in adolescent medicine and therefore have experience with issues of development and self-esteem. In addition, before medical school, I was a teacher at a school in New York City that had a similar educational philosophy to Tapestry's.

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7. Prior to our son's enrollment at Tapestry Charter School, we did not know any employees at the school. Since that time we have met all of the teachers and staff and are unbelievably impressed with their dedication, creativity and warmth.
8. No.
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11. No.
12. No.
13. No.
14. None.

15. I would raise my concerns and any objective data to the Board of Trustees and follow the appropriate actions as outlined in the Bylaws of the Tapestry Charter School.
16. The Tapestry Charter School's philosophy emphasizes the importance of self-directed learning and interdisciplinary teaching, with a special focus on social responsibility. This combination extends beyond academic development to development of the whole person.
17. I am familiar with the educational program at Tapestry as a parent of a kindergarten student. I have witnessed the supportive, non-competitive nature of the multi-age classroom. Each student learns more than the subject material; they also learn how to learn from, and how to teach, peers.
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19. The role of a public charter school board member is to uphold the mission of the school and oversee the management of the school, including finances and human resources.
20. I affirm that I have read the school board's by-laws and conflict of interest policies.
21. N/A.

CAROLYN PIVER DUKARM, M.D.

[Redacted]

Buffalo, New York

E-mail

[Redacted]

Buffalo, New York

[Redacted]

Personal Data

[Redacted]

Education

Postgraduate

University of Rochester School of Medicine
Rochester, New York
Fellowship, Adolescent Medicine: 1994 – 1997

Children's Hospital of Buffalo
University at Buffalo School of Medicine
Buffalo, New York
Residency, Pediatrics: 1989 – 1992

Graduate

University at Buffalo School of Medicine
Buffalo, New York
M.D. – 1989

Undergraduate

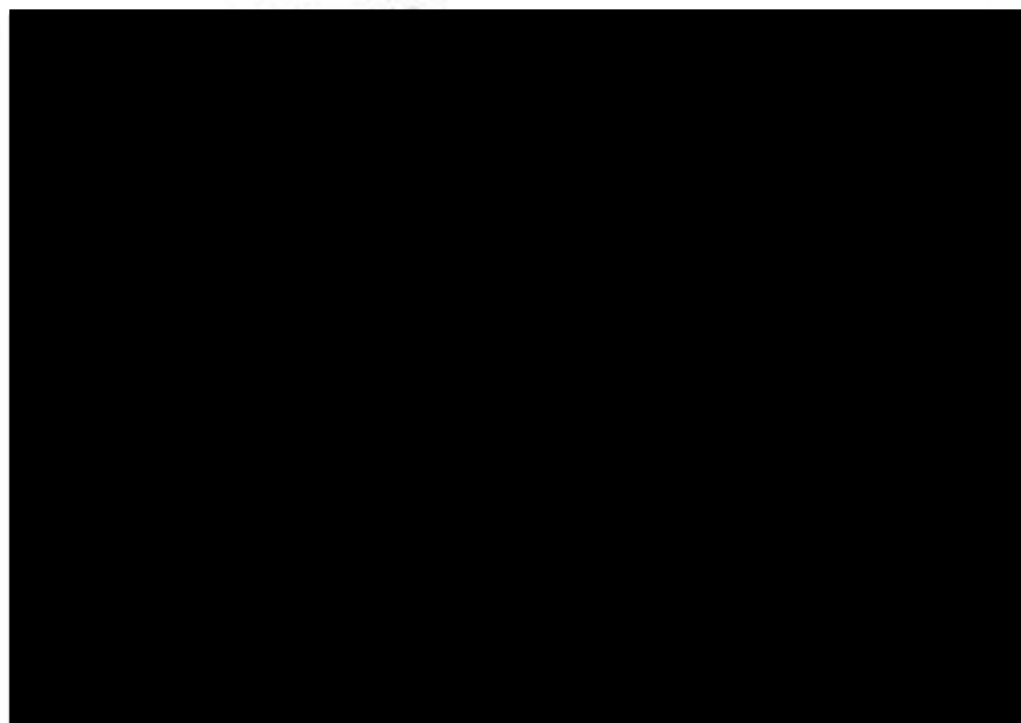
Denison University
Granville, Ohio
B.A. – 1984, Magna Cum Laude

High School

Nichols School
Buffalo, New York
1980

CAROLYN PIVER DUKARM, M.D., Continued

Professional Positions



Honors and Awards

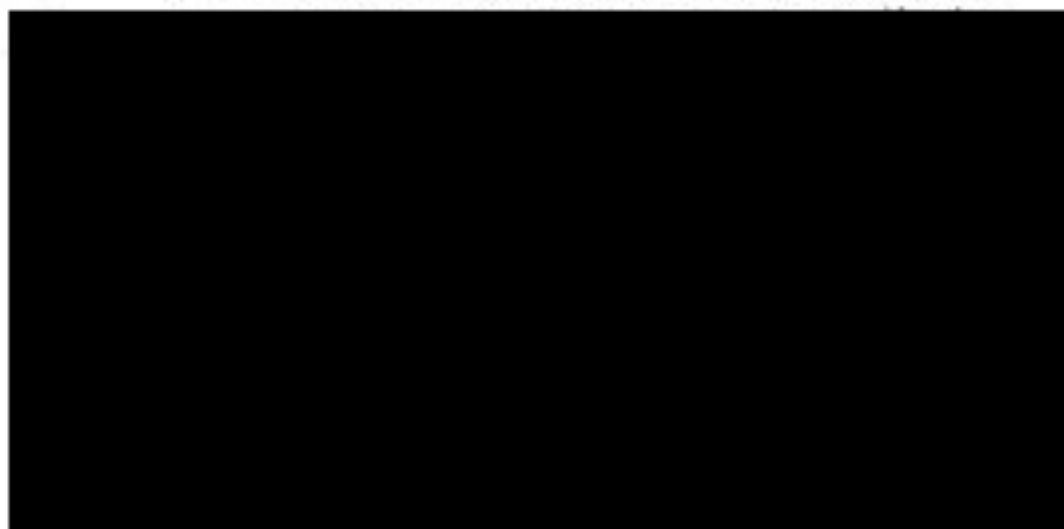
- Samuel W. Clausen Award, Department of Pediatrics, University of Rochester School of Medicine, 1996
- Pediatric Award for Excellence, University at Buffalo School of Medicine, 1989
- AMA Western Student Medical Research Forum Meritorious Research Award, 1989
- National Institute of Health Oncology Fellowship, Roswell Park Cancer Institute, 1986
- Phi Beta Kappa (National Honor Society), 1984
- Omicron Delta Kappa (National Leadership Honor Society), 1984
- Psi Chi (National Psychology Honor Society), 1984
- Columbus Chamber of Commerce Award, 1984
- Denison University Panhellenic Scholarship Award, 1984
- Who's Who Among Universities and Colleges, 1984

CAROLYN PIVER DUKARM, M.D., Continued

Professional Societies

Academy for Eating Disorders, 1996 – present
Society for Adolescent Medicine, 1994 – present
American Medical Student Association, 1985 – 1989
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Professional Activities



Research Funding

Samuel W. Clausen Fellowship Award
Primary Investigator
University of Rochester School of Medicine, Department of Pediatrics,
Project: The Effect of Carbohydrate Intake on Symptoms of Bulimia (\$5,000)
1996-1997

CAROLYN PIVER DUKARM, M.D., Continued

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- Kreipe RE, Lewand AG, Dukarm CP. Outcome for Patients with Bulimia and Breast Hypertrophy after Reduction Mammoplasty. *Archives of Pediatrics and Adolescent Medicine*, 1997; 151: 176 - 180.
- Fiver CJ, Messina AL, Beecher M, Zevon M. Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. *Illness, Crisis, and Loss* 1993; 3(4), 1 - 11.

Book Chapters

- Dukarm CP, Munson S. Eating Disorders. In: *Child and Adolescent Mental Health*. Kaye D, Montgomery M, Munson S, eds., Baltimore: Lippincott, Williams and Wilkins, 2002.
- Dukarm CP. Anorexia Nervosa. In: *Mosby's Pediatric Clinical Advisor*. Garfunkel L, Kaczorowski J, eds., St. Louis: Mosby, 2000.
- Dukarm CP, McAnarney ER. Physical Conditions in Adolescence. In: *The Merck Manual, Seventeenth Edition*, Beers M, Berkow R, eds., Rahway: Merck and Co., Inc. 1999, 2427 - 2431.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Book Chapters, continued

Dukarm CP, McAnarney ER. Puberty and Problems in Adolescents. In: *The Merck Manual of Medical Information - Home Edition*. Berkow R, Beers M, Fletcher A, eds., Rahway: Merck and Co., Inc., 1997, 1254 - 1259.

Kreipe RE, Hedberg VA, Klein JD, Mitan LA, DiMeglio G, **Dukarm CP.** Adolescent Health. U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Bureau of Primary Health Care, National Health Service Corps. Educational Program for Clinical and Community Issues in Primary Care: (under contract with American Medical Student Association/Foundation) 1996.

Other publications

Dukarm CP (book review). *Children and Violence*, by Chiland, C and Young, JG. Northvale, NJ: Jason Aron, Inc., 1994. *Bulletin of the New York Academy of Medicine*, 1995; 72(1): 162 - 163.

Fiver CJ (letter to the editor). Residency Training Under New York's New Regulations. *New England Journal of Medicine* 1991; 324: 273 - 274.

Abstracts

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Association of Disordered Eating and Risk Taking Behavior. *Journal of Adolescent Health* 1998; 22: 178. Presented at the Society for Adolescent Medicine, March 7, 1998, Atlanta, Georgia.

Dukarm CP, Byrd RS, Kreipe RE, Auinger P, Weitzman M (abstract). Relationship between Socioeconomic Status and Disordered Eating Behavior. *Pediatric Research* 1997; 40:3A. Presented at the Society for Pediatric Research, May 2, 1997, Washington D.C.

CAROLYN PIVER DUKARM, M.D., Continued

Publications, Continued

Abstracts, continued

- Dukarm CP, Byrd RS, Avinger P, Weitzman M (abstract). Illicit Substance Use, Gender, and the Risk of Violent Behavior among Adolescents. *Pediatric Research* 1996; 39: 3A. Presented at the Society for Pediatric Research, May 9, 1996, Washington D.C.
- Kreipe RE, Lewand AG, Dukarm CP, Caldwell E (abstract). Breast Reduction in Adolescents with Bulimia Nervosa and Macromastia. *Pediatric Research* 1996; 39: 6A. Presented at the Society for Pediatric Research, May 7, 1996, Washington D.C.
- Piver CJ, Lin IF (abstract). Rubella Susceptibility in an Adolescent Female Population. *Pediatric Research* 1989. Presented at the Western Society for Pediatric Research, February, 1989.
- Piver CJ, Messina AL, Brecher M, Zevon M (abstract). Adjustments to Childhood Cancer: Sibling, Patient, and Parent Perspectives. Presented at the Society for Behavioral Medicine, October, 1988.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Nick Calabrese, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Nick Calabrese
Signature

7-26-04
Date

*Request for Information from
Prospective Charter
School Board Members*

Nicki McCullough Calabrese, PhD.
July 26, 2004

Background

- 1) My professional vitae is attached to this document.
- 2) Yes, I am more than 18 years of age.
- 3) I became aware of this opportunity to become a Tapestry Charter School board member through my affiliation with the Principal, Mrs. Joy Pepper. We have collaborated with Canisius college student field placements in this program.
- 4) As an educator in higher education in a city college, I am interested in being of service to a Charter Buffalo City School. Service to the community is part of Canisius College's mission. I believe this partnership could be beneficial for both Tapestry School and Canisius College.
- 5) I have not previously served on a school board. My knowledge, educational experiences and skills that are relevant to this position are included in my attached professional vitae.

Conflict of Interest

- 6) Presently, the only Board Member I know is the Principal, Mrs. Joy Pepper.
- 7) The only employees of Tapestry School that I know personally are the Principal and cooperating teachers that my students have worked with in the classrooms.
- 8) I have no knowledge of any business relationships Tapestry School has with anyone.
- 9) No one in my family conducts business with the Tapestry School.
- 10) I know no one who is affiliated with an educational service provider for Tapestry School.
- 11) I have no direct or indirect relationship with an educational service provider for Tapestry School.
- 12) I do not anticipate conducting business with an educational service provider for Tapestry School.
- 13) I have no association with any organizations, which have filed an application for conducting business in conjunction with the Tapestry Charter School.

- 14) I am unaware of any potential ethical or legal conflicts of interest with the Tapestry Charter School.
- 15) If aware of a board member's self-dealing, I would inform both the board member and the appropriate administrator.

Educational Philosophy

- 16) & 17) I believe that Tapestry School has a clear educational mission, in both theory and practice, which I applaud. In reviewing this mission, I believe its outstanding elements are:
- Education of the whole child: socially, emotionally, physically, and cognitively
 - Challenging curriculum, exceeding state standards
 - Inspired faculty and administration
 - Consideration of all intelligences, including the creative arts
 - Multi-age setting
 - Sensitivity to learning styles
 - Encouragement of independent, life-long learners
 - Diverse population
 - Progressive initiatives, such as: The Responsive Classroom, The Child Development Project, and The Work Sampling System

 - All necessary support services
 - Authentic assessment and documentation
 - Family and community involvement
 - Developmentally appropriate practices
- 18) I believe the elements noted in questions #16-17, combine to create a successful school environment for students, teachers, administrators, families, and communities. I believe the Board has already demonstrated the ability to help nurture Tapestry School. I feel it is inappropriate for me to offer any suggestions for the Board, until I have more familiarity with its operations.
- 19) I have read the booklet, *Right from the Start/ Guidelines for not-for-profit Board Members* by Attorney General, Eliot Spitzer. I find it to be both informative and helpful. It clearly delineates the role of a board member, including both duties and responsibilities.
- 20) Yes, I have read the Tapestry Schools School Board by-laws and conflict-of-interest policies.
- 21) Please advise me if any other pertinent information would be helpful for this review.

TEACHING PHILOSOPHY

I take pride in the fact that I truly try to "teach as I preach". I implement a variety of teaching strategies to address the many learning styles of my students. This includes a combination of lectures, audio-visual materials, guest speakers, site-based field trips, hands-on activities, demonstrations, individual, small and large group activities. I emphasize in word and deed that learning is an active and social process that should incorporate many types of intelligences and higher order thinking skills. Evaluation takes place in many forms such as written tests, research papers, projects, case studies, debates, games, individual and group papers and presentations. I assume my students are responsible adults who need to take ownership of their own learning and challenge them to reach their potentials.

UNDERGRADUATE AND GRADUATE COURSES TAUGHT

- Developmentally Appropriate Practices in Early Childhood
- Instructional Strategies in Early Childhood
- Instructional Strategies in Elementary Education
- Psychology of Learning
- Methods in Elementary Education I
- Contemporary Issues in Education
- Introduction to Students with Special Needs
- Curriculum Planning in Special Education
- Methods and Materials in Special Education
- Teaching the Learning Disabled Individual
- Teaching Children with Emotional and Behavioral Disorders
- Applied Behavior Analysis in the Classroom
- Inclusive Strategies
- Child Development

- Cognition, Learning, and Assessment
- Methods in Elementary Education II (site-based class taught at PS#3)
- Senior Seminar in Special Education
- Math and Science in the Early Childhood Classroom
- Family and Community Involvement in Early Childhood

- New course offerings designed by N. Calabrese

AWARD/GRANT

Teacher of the Year
May 2000
D'Youville College

Center for Teaching Excellence Faculty Grant
May 2002
Canisius College

PUBLICATIONS:

- Calabrese, N. (2003). Literacy liaisons: sending literacy home and back to school. *Reading Horizons*.
- D'Amato, S., Calabrese, N., D'Amato, S. (2003). Salubrious strategies: striving for professional and personal best practice. *National Forum of Teacher Education Journal*.
- Calabrese, N. (2002). Developing quality sociodramatic play in the classroom for young children with language delays. *Australian Journal of Early Childhood Education* 28 (3) 33-36.
- Calabrese, N. (2002). "Developing quality sociodramatic play". *Education*, 123(3) 606-609.
- D'Amato, S., Calabrese, N., D'Amato, S., (2001). Switch your schtick: instructional strategies to suit yourself. *NYACTE Newsletter*.

Articles submitted:

- Calabrese, N. (2003). The bookmobile: using community services to enhance literacy. *Wisconsin State Reading Association Journal*.

Articles resubmitted:

Calabrese, N. (2003). Video technology: a vehicle for educators to enhance relationships with families. *Young Children*.

D'Amato, S., Calabrese, N., D'Amato, S. (2003). "Schooled in strategies: empowering teachers-in-training to promote school reform. *Teaching & Learning*

PROFESSIONAL PRESENTATIONS:

NYS National Association for the Education of Young Children (NAEYC) Conference
March 1997
Binghamton, N.Y.
The Value of Play in Language Development Centers

NYS (NAEYC) Conference
March 1998
Saratoga Springs, N.Y.
The Value of Play Centers for Literacy

Chattanooga Association for the Education of Young Children (AEYC) Conference
October 1998
Fredonia State College
ADD/ADHD What it is: What it is not

NYS NAEYC Conference
May 1999
Buffalo, N.Y.
Sociodramatic Play: for children with and without disabilities

WNY NAEYC Conference
March 2000
SUNY at Buffalo
Considering a Ph.D. in the field of Early Childhood?

NYS Council for Exceptional Children
October, 2000
Niagara Falls, N.Y.
The Impact of Sociodramatic Play on Language Development

Association for the Education of Children International (AECI)
April 2001
Toronto, Canada
International Perspective on Reflective Teaching

NYS AEYC
May 2001
Syracuse, N.Y.
The Impact of Sociodramatic Play on Language Development

WNY AEYC
October, 2001
Daemen College
Designing Quality Sociodramatic Play

Buffalo Early Childhood Teachers Seminars
October 2002 - May 2003 (monthly)
Canisius College
The Reggio Emilia Approach

NYS AEYC
May 2003
New York, N.Y.
Reflections: Reggio Emilia Study Tour

Chattaugus AEYC
October 2003
Fredonia College
Frustration and Fascination: Bringing Reggio Home

PROFESSIONAL ORGANIZATIONS:

National Association for the Education of Young Children
Association for the Education of Children International
Council for Exceptional Children
Success by Six (Advocacy Committee for Early Childhood)
Learners First (Coalition of WNY teacher preparation colleges and WNY school districts)
Advisor, Teacher's Education Club (T.E.C.), Canisius College
Honor Societies: Kappa Delta Pi and Pi Lambda Theta

SERVICE TO THE COMMUNITY

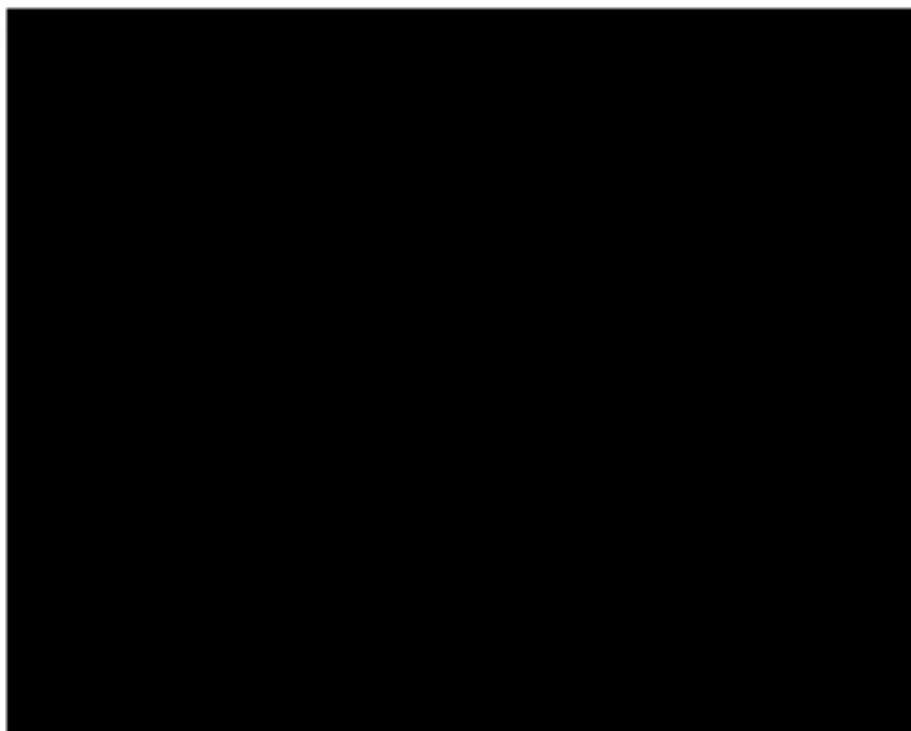
St. Mark's Parish Women's Guild, Board of Directors
St. Joseph's Collegiate Institute Parents Network Committee
Parkside Community Association
WIICH (Woman Interested in Cystic Fibrosis)

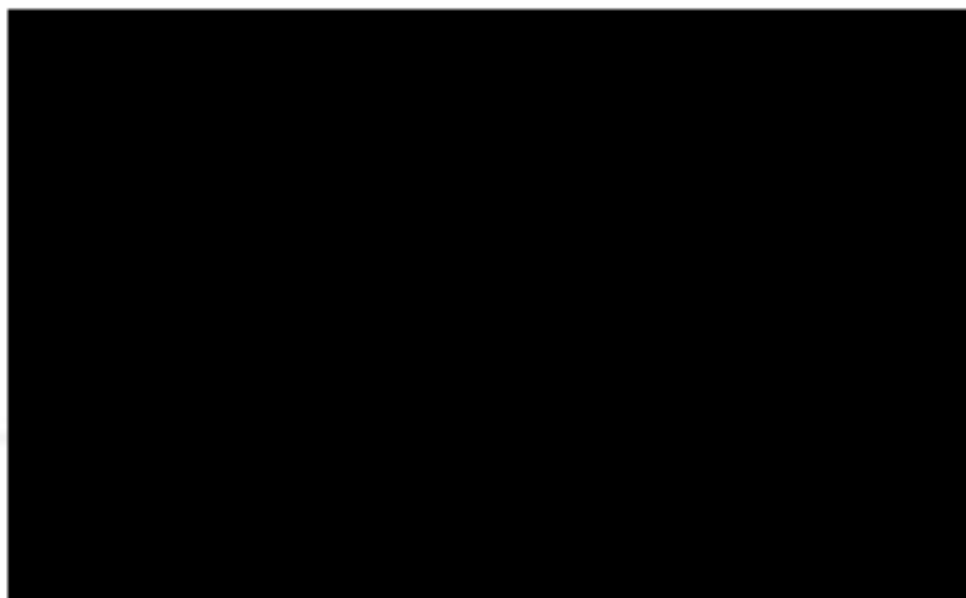
Hearts for the Homeless Patron
Hobart/William Smith Parents' Network Association
Success by Six/ Higher Education Committee
Executive Board, WNY Association for the Education of Young Children
Board of Trustees, Tapestry Charter School

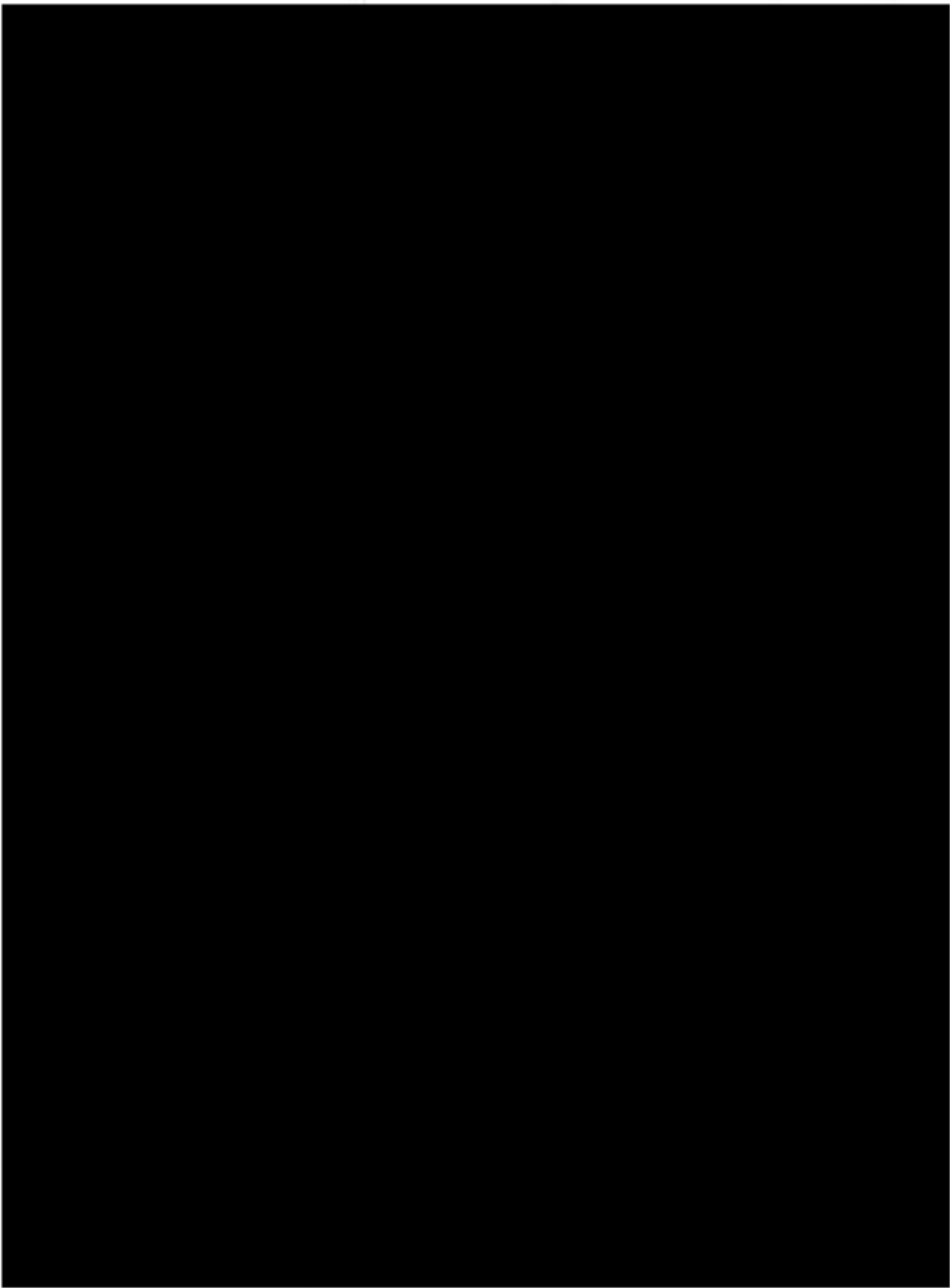
SERVICE TO CANISIUS COLLEGE

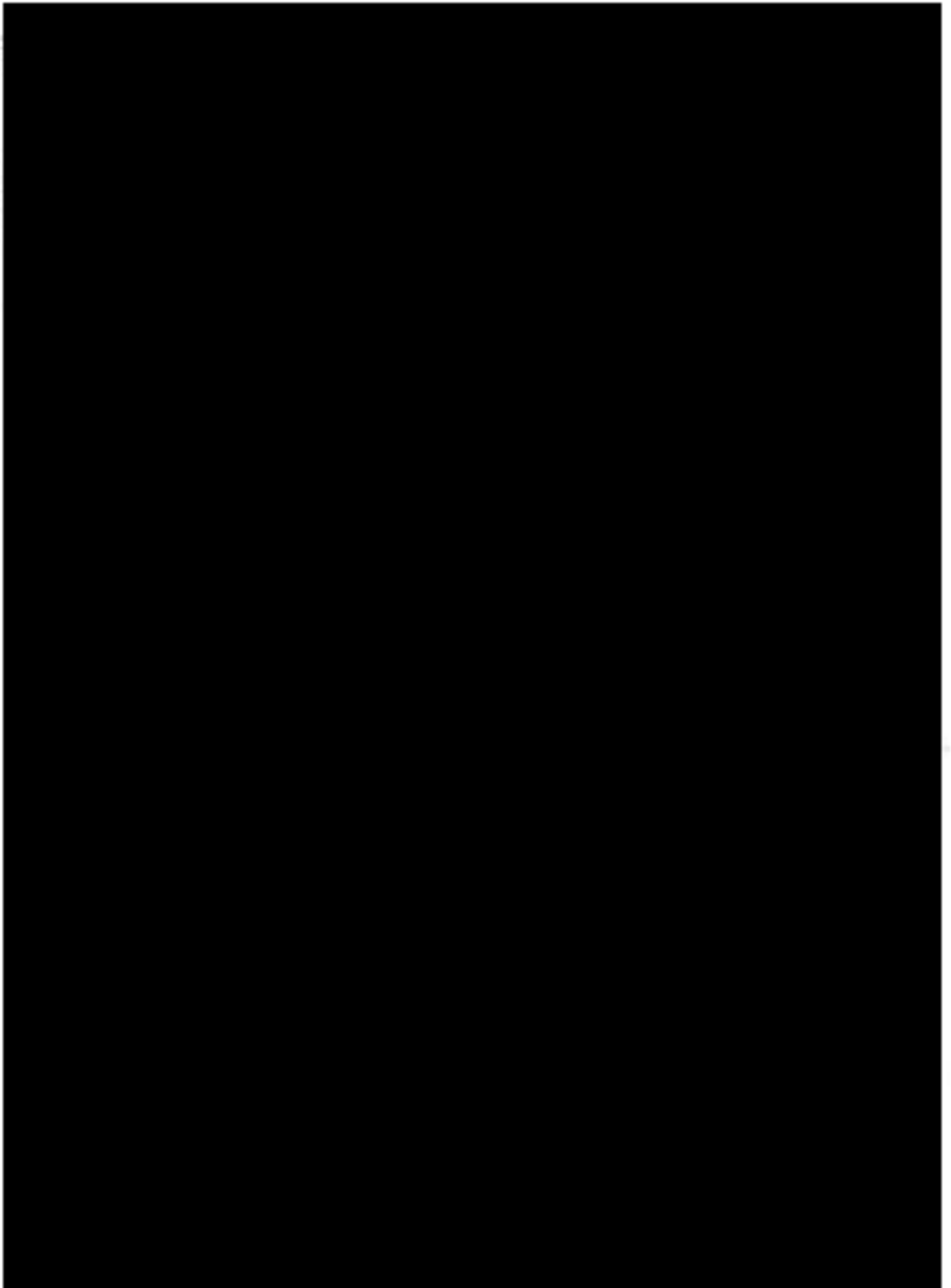
Faculty Senate
Committee on the Status of Women
Social Justice Committee
Host - Open Houses
Regional Committee for Deaf Education
NCATE Conceptual Framework & Assessment Committees
Established partnerships with ECC#17 & Build Academy
Mentor for new faculty member (Center for Teaching Excellence)
Teacher Education Club Advisor
Faculty representative for United Way
Faculty volunteer for Project Mexico (May 2004)

REFERENCES:











Charter Schools Institute

State University of New York

Request for Information from Prospective Charter School Board Members

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____ Charter School is true and correct in every respect.

Signature

Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. **SEE ATTACHED**
2. Full name: **PATRICIA Antoinette Colkey**
Home Address:
Business Name and Address: **SEE ATTACHED**
Home telephone No.:
Work telephone No.:
E-mail address:
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts


8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

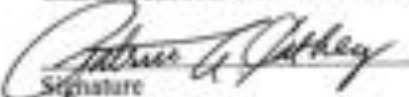
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, SEE ATTACHED
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, SEE ATTACHED
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, SEE ATTACHED
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

 certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapscott Charter School is true and correct in every respect.


Signature

11/3/2010
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

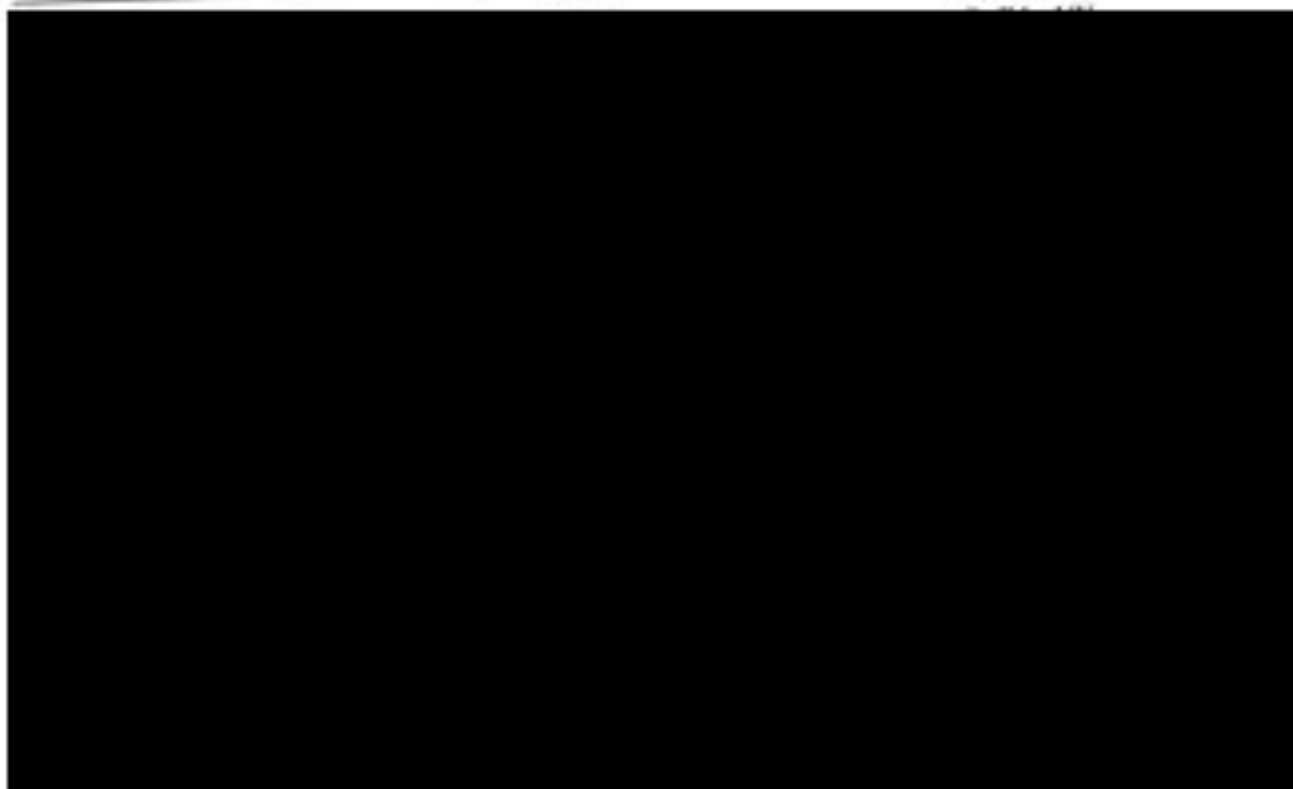
PATRICE A. CATHEY

• AMHERST, NY

EDUCATION

2011	State University of New York at Buffalo • Ph.D. Higher Education Administration Expected (2011)	Buffalo, NY
2008	State University of New York at Buffalo • Advanced Certificate Teaching and Leading for Diversity	Buffalo, NY
2002	Canisius College • Master of Science: Education	Buffalo, NY
2000	Canisius College • Bachelor of Arts: English	Buffalo, NY

EMPLOYMENT AND SUPERVISORY EXPERIENCES



PUBLICATIONS

- In The Heart of My Hands (1998) Orya Publishing
- Nubian Princess (1999) Orya Publishing
- When Poems Take Wings(2004) Orya Publishing
- Uncrowned Queens vol. 2 (2006) SUNY Publishing
- Go Tell Michele, African American Women Write to the New First Lady (2008) SUNY Publishing

PERFORMANCES:

A Woman of Her Words, One Woman Show,1996
Poetry and Jazz, 1997 – 2000
Poetry and Dance,1999

AWARDS AND RECOGNITIONS

Dents List Carminon College 1996, 1997
The Buffalo Seminary Distinguished Alumnae Award 2005
Distinguished Faculty Award, B.E.A.M. Program 2005
Schonberg Fellowship recipient, University at Buffalo, PhD Program 2006-2010

ADDITIONAL WORK EXPERIENCE



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Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philanthropy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Mrs. Slaton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Talbot County Charter School is true and correct in every respect.


Signature

8-1-16
Date

**INFORMATION REGARDING MARC SHATKIN, PARENT REPRESENTATIVE
TAPESTRY CHARTER SCHOOL BOARD**

BACKGROUND

1. See attached resume for employment and educational background.
2. [REDACTED]
3. I am parent of a student and an entering student for 2006-07 school year and the position was posted in school literature.
4. I wish to serve on the board as a parent and supporter of the school to make the school an excellent educational option, and in a more global sense to improve public education and the urban life in this area.
5. I have never served on another school board or not-for-profit corporation board; I feel my educational and professional qualifications will assist me as a board member.

CONFLICT OF INTEREST

6. My spouse and I know board members only through school sponsored activities.
7. My spouse and I know school board members only through school sponsored activities.
8. N/A
9. N/A
10. N/A
11. N/A
12. N/A
13. N/A
14. None
15. If I was placed on notice or believed there was a self-dealing scenario, I would immediately disclose the same at the soonest board meeting. It is my understanding at that point the matter would be referred to appropriate committee.

EDUCATIONAL PHILOSOPHY

16. It is my understanding Tapestry's philosophy involves providing a diverse environment for its students that emphasizes the arts, creativity, parent involvement, coupled with responsibility and strong challenging academics preparing the students for the next academic step
17. I am familiar with the educational program.

18. I think a successful school must have caring and involved teachers and parents and create an environment not only where the students are challenged but one that they enjoy as well.
19. A Board member will be responsible for conducting the business of the board, i.e. managing the affairs of the school as well as following the objectives of the mission statement of Tapestry. Also a board member should be committed to maintaining and improving the school as well as improving public education in general.
20. I affirm I have read the by-laws and conflict of interest policies.
21. No other information.

CERTIFICATION

I, Marc Shatkin, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter School Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.



Marc Shatkin



Date

Marc Shatkin

[REDACTED]
Buffalo, New York [REDACTED]
[REDACTED]

EDUCATION:

J.D. SUNY BUFFALO	1994
M.B.A. UNIVERSITY OF PITTSBURGH	1988
B.S. UNIVERSITY OF VERMONT	1986

EMPLOYMENT

[REDACTED]

PROFESSIONAL AFFILIATIONS

Erie County Bar Association	1995-present
Unlawful Practice Committee	1996-Present
NYSBA	1995-Present



Charter Schools Institute
State University of New York

**Request for Information from Prospective
Charter School Board Members**

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

RECEIVED

Jan 19 2005

Charter Schools Institute

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Alicia Samuel Givens, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TAPESTRY Charter School is true and correct in every respect.

Alicia Samuel Givens
Signature

12/13/05
Date

1. Please refer to attached resume.
2. I affirm that I am over age 18.
3. I was made aware of an opportunity to serve as a member of Tapestry Charter School's (TCS) board by a fellow Tapestry parent.
4. Serving on the TCS board as a parent representative reaffirms my commitment to my children and the community at large. Having been involved in Tapestry since its inception, I have come to trust that its students will benefit from a rigorous educational experience that prepares them for higher education and life in general.
5. I have not served on any board of a school district, a non-public public school or any not-for-profit corporation. I think my experience as a human resource professional will prove helpful in handling any staff issues or concerns related to the human resource function.
6. I am familiar with board members Michael Reville and Amy Friedman, who also have children attending TCS.
7. As a Tapestry parent, I am acquainted with most staff members at TCS.
8. I am unfamiliar with anyone who has plans of conducting business with TCS.
9. I have no intention of conducting business with TCS.
10. I am not affiliated with any educational provider.
11. I am not affiliated with any educational provider.
12. I am not affiliated with any educational provider.
13. I am not affiliated with any organization that filed an application in conjunction with TCS.
14. I am unaware of any potential ethical or legal conflicts of interest that would, or are likely to exist should I be approved for service on the school's board.
15. Should I be made aware of the any board member(s) who are involved in self-dealing, I would report his/their activities to the board chairman, or next higher authority, as appropriate.
16. I understand the mission of TCS to be one that makes a commitment to providing a challenging educational environment, that also gives children freedom to express themselves openly, artistically and with a strong sense of community involvement.
17. As a Tapestry parent since the school's inception, I am intimately familiar with the school's educational program.
18. Characteristics of a successful school are dedication (to mission to accomplishment); attentive (to children's educational needs); adaptable (to environmental changes); honest and respectable. In order for TCS to ensure its success, it must remain true to its mission in all endeavors. It must provide fair and equitable treatment of all personnel, while challenging its students (and staff) to continually strive for personal and professional excellence.

19. My understanding of the appropriate role of a public charter school board member is to remain committed to improving educational opportunities for all children attending its affiliated school, as well as providing support of the school's mission, and guidance to its staff.
20. I affirm I have read the school board's by-laws and conflict-of-interest policies.

H. SAMUEL GIVENS, PHR

Buffalo, NY

EDUCATION

Webster University, M.A., Human Resources Development, 1993
State University of New York at Buffalo, B.A., Communication, 1988

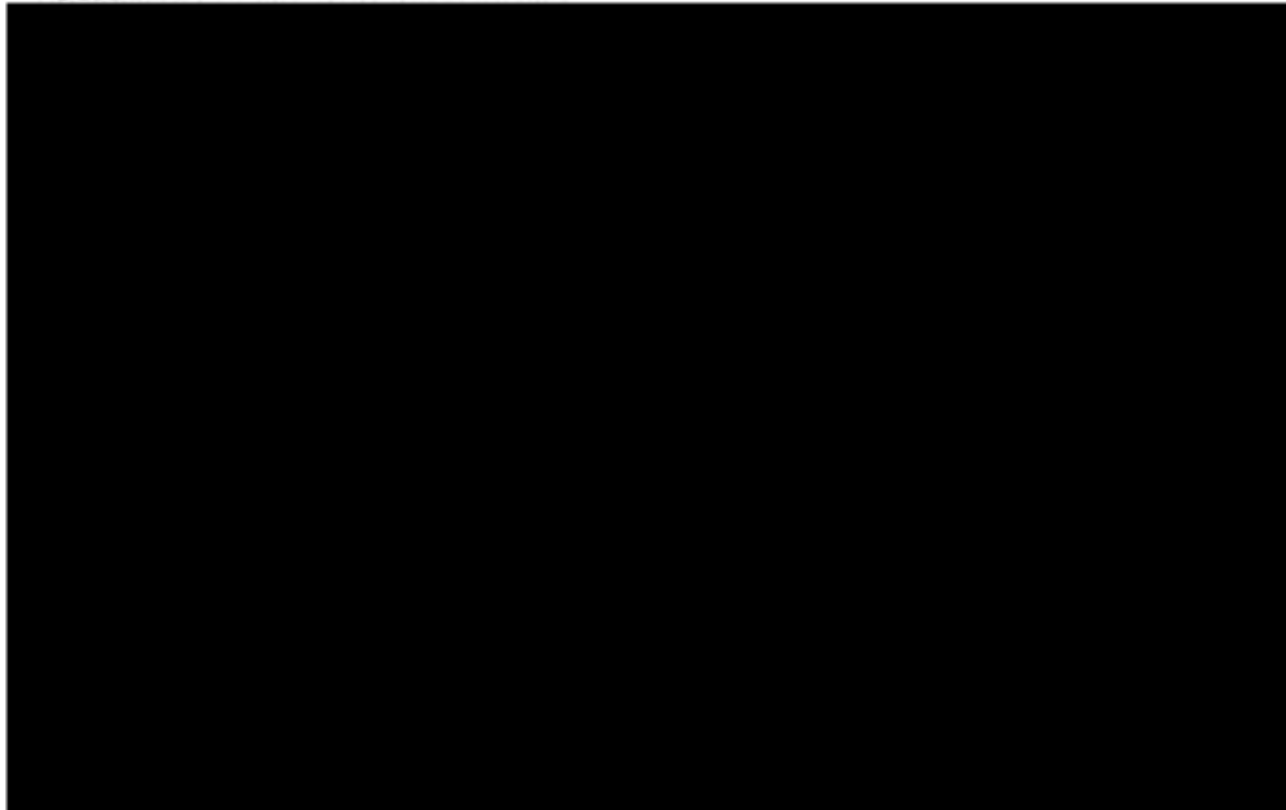
PROFESSIONAL AFFILIATIONS

Society for Human Resource Management, National and Buffalo-Niagara Human Resource Association
Chairperson, HSBC Bank USA, N.A. Gay, Lesbian and other Bank Employees (GLOBE) National
Diversity Committee

CERTIFICATIONS

Professional in Human Resources
Graduate School of Banking, Human Resource Management
Certified facilitator for Development Dimensions International learning systems
Certified facilitator for Lominger VOICES 360-degree feedback instrument

PROFESSIONAL EXPERIENCE



REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your full name. Paula Aleala Rosner
2. Please provide your educational and employment history. You may do so by attaching a resume. See attached
3. Please affirm that you will be at least eighteen years old by the date of appointment to the charter school's board. (providing your date of birth is not required). I affirm
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Telephone phone call from Search Committee, Steve Polowitz.
5. Please explain why you wish to serve on the board. I am an advocate for charter schools and am aware of Tapestry Charter School's good reputation.
6. Please indicate whether you have previously served 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. I briefly served on the board of Lighthouse Academy Charter School Board, but resigned when I realized that the school would not happen.

Conflict of Interest

7. Please indicate whether you or your spouse know any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship. I know Steve Polowitz as a casual acquaintance through unrelated community activities.
8. Please indicate whether you or your spouse know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I know Sue Gillick, psychologist at Tapestry Charter School, for about four years. Sue Gillick served on a task force with me to develop a neighborhood push cart district in the City of Buffalo's west side. Since that time, I consider her a friend and have socialized with her on occasion.

9. Please indicate whether you or your spouse know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. Neither my spouse nor I have any such relationships.
10. Please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. My spouse, my immediate family members, or I do not have any such plans.
11. If the school is partnered with an educational service provider (a management company, whether fee-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. Neither my spouse nor I have any such relationships.
12. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. My spouse, my immediate family members, and I do not have any such relationships.
13. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. My spouse, my immediate family members, and I do not have any such plans.
14. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate. My spouse, my immediate family members, and I do not have any such relationships.
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 school's board. None exist and none are likely to exist.
16. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). I would immediately bring such an instance to the attention of the Board President and the Board as a whole both in writing and verbally.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. Holistic, arts based, leadership based philosophy integrated into the curriculum.
18. Please indicate whether you are familiar with the educational program of the school. I have reviewed written materials and spoken with staff.
19. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful. Success should be based on student performance and eagerness to learn, meaningful parent involvement, as well as a well informed, enthusiastic, and proactive board that is dedicated to creating/maintaining an environment conducive to educated, well rounded children.

Other

20. Please indicate your understanding of the appropriate role of a public charter school board member. To ensure that the charter school is 1) in full compliance with all regulatory requirements, 2) students are being educated, 3) fulfills its mission, 4) fiscally viable, 5) well managed. In addition, it is my understanding that Board Members should attend board meetings and be active in board committees.
21. Please affirm that you have read the school board's by-laws and conflict-of-interest policies. I affirm.
22. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. I have great confidence that I will be able to fulfill the obligations and expectations of board service.

CERTIFICATION

I, Paula Alcalá Rosner, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Signature

December 1, 2005

Date

VITAE
Paula Alcalá Rosner
[REDACTED]
Buffalo, New York [REDACTED]
[REDACTED]

EMPLOYMENT

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- MENSA scholarship recipient
- Political Science major
- Wayne State University, Detroit, Michigan
- Undergraduate coursework
- Honors Society member
- Criminal Justice major
- President's Merit Scholarship recipient
- Oakland Community College, Oakland County, Michigan
- Awarded Associates Degree in Liberal Arts, summa cum laude
- Liberal Arts major

MEMBERSHIPS/AFFILIATIONS

- Leadership Buffalo, 1989 graduate, member in good standing
Chairperson, Class of '89 Planning Council
- Past president, Los Tainos Senior Citizens Center
Highlights of term: Developed a \$4 million 50 unit senior citizen housing complex "La Casa de Los Tainos, the Hispanic community's most ambitious project,
Initiated The Grandmother's Table/La Mesa de Las Abuelitas, a catering service run and Operated by the senior citizens served by the organization as income to both the organization and its members
- Mentor, State University of New York at Buffalo's Leadership Development Center
- Vice President, Women's Pavilion Pan Am 2001, Inc. (term completed)
Chairperson of the Women in the Arts Focus Group: oversee planning and the securing of \$110,000 in funding for the construction of nine works of public art as part of a city-wide arts trail
- Member, Peace Bridge Consensus Review Panel (term completed)
- Founder and Chair, International Gateway District Task Force
- Volunteer, WNED Television, membership drive "on air" hostess
- Member, Community Advisory Board, WNED Television
- Member, Public Relations Committee, WNED Board of Directors
- Secretary, Board of Directors, Broadway Market Management Corporation (term completed)
Interim Co-Chairperson, Board of Directors
Chair, Marketing and Long Term Planning Committee
Authored three year Corporate Strategic Plan
Member, Personnel Committee
Member, Special Issues Committee
Member, Business Plan Development Committee
Authored Corporate Business Plan
- Board Member and Vice President, Keep WNY Beautiful, Inc.
Chair, Strategic Planning Committee
- Board Member, WorldConnect
- Board Member, Tapestry Charter School
- Member, Empire Who's Who

SPECIAL COMMENT

- 2005 Good Scout Award from the Greater Niagara Frontier Council of the Boy Scouts of America
- 2004 Women Who Mean Business Award from Business First
- 2004 Hispanic Advocate of the Year from the Hispanic Heritage Committee
- 2003 Certificate of Gratitude from The New World Street Market Task Force
- 2002 Civic Empowerment and Economic Justice Award from Massachusetts Avenue Project
- 2002 Guarionex Award from the Hispanic Network for outstanding dedication to Western New York's Hispanic/Latino community

- 2001 Outstanding Service certificate from the Broadway Market Management Corporation Board of Directors for outstanding Board service
- 2000 Civic Empowerment Award from the All America Cities of Greater Buffalo Committee for the International Gateway District Task Force
- 1993 Martin Luther King, Jr. Citizen Recognition Award from the Minority Faculty and Staff Association, State University of New York at Buffalo
- 1988 Outstanding Community Service Award from the Puerto Rican Chicano Committee
- 1979 Key to the City from the City of Oak Park, Michigan for outstanding community service
- former host "Hispanic Voices" television program, WIVB Television
- New York State Job Development Authority, Board Member per gubernatorial appointment
- Erie County Cultural Resources Board, Board Member per County Executive appointment
- Erie County Commission on the Status of Women, Commissioner per County Executive appointment
- Author, Cross Cultural Training techniques, published by the National Association of Research Libraries

Current as of 8/05

Request for Information From
Prospective Charter School Board Members
RESPONSES: Paula Alcalá Rosner

Background

1. Resume attached.
2. I affirm that I will be at least eighteen years old by January 1, 2002.
3. I became aware of the Tapestry Charter School through several sources: 1) news articles, 2) conversations with community leaders and educators, 3) education information disseminated through my place of employment, Hispanics United of Buffalo, Inc., a non-profit organization. I became aware of the opportunity to serve as a member of its board through phone calls from Tapestry Charter School board members seeking my interest in being a board candidate.
4. I wish to serve on the board, because Tapestry Charter School and its board members have excellent reputations and I believe in the concept of charter schools. I also see potential benefit to the region's Hispanic community through increased enrollment.
5. Over my forty-year career, I have been involved in numerous not-for-profit organizations in virtually all aspects, i.e. employee, founder, board member, and advisor. I have not served on a board of a school district. However, I have served on the short-lived Buffalo School District Bilingual Education Community Advisory Board. I do serve as a founding board member for the Lighthouse Academy Charter School, which is still in its planning stages.

Conflict of Interest

6. I know some board members on a casual basis, i.e. as acquaintances.
7. To the best of my knowledge, I do not know any employees of Tapestry Charter School. However, I do not yet know who those employees are.
8. Neither my spouse nor I know anyone who is doing, or plans to do, business with Tapestry Charter School.
9. Neither my spouse nor any family member anticipates conducting, or is conducting, any business with Tapestry Charter School.
10. To the best of my knowledge, neither my spouse nor I know any employees, officers, owners, directors or agents of any educational service providers to Tapestry Charter School. However, I do not yet know who those educational service providers are.
11. To the best of my knowledge, neither my spouse, my immediate family nor I have any direct or indirect ownership, employment, contractual or management interest in any educational service providers to Tapestry Charter School. However, I do not yet know who those educational service providers are.
12. To the best of my knowledge, neither my spouse, my immediate family nor I have anticipates conducting, or is conducting, any business with any educational service providers to Tapestry Charter School. However, I do not yet know who those educational service providers are.
13. Neither my spouse, immediate family member nor I is a director, officer, employee, partner or member of, or is associated with, any organization which

filed an application in conjunction with Tapestry Charter School, i.e. is partnered with the charter school. Please refer to items 9 - 12.

14. I do not foresee potential or legal conflicts of interests that would, or are likely to, exist should I be approved for service on the school's board.
15. I would handle a situation in which I believe one or more members of the school's board are involved in self-dealing by first discussing the matter with the board officers, then submit a written request for a special board meeting to bring the matter to the attention of full board. I would submit my concerns in writing to the board and request that my concerns be included in the official minutes.

Educational Philosophy

16. It is my understanding that the philosophy of Tapestry Charter School is "weaving together the humanities, sciences, arts and social responsibility." By that, it is intended that teaching is holistic through the recognition that learning and behavior are intertwined.
17. I am somewhat familiar with the educational program of Tapestry Charter School. I'm looking forward to becoming very familiar with it.
18. I believe the characteristics of a successful school are: 1) children who are anxious to learn, 2) teachers who love to teach, 3) bonding between children and teachers through the learning experience, 4) above average test scores, and 5) innovative programming and special events that include the children's families and community members/leaders.

Signature



Paula Alcalá Rosner

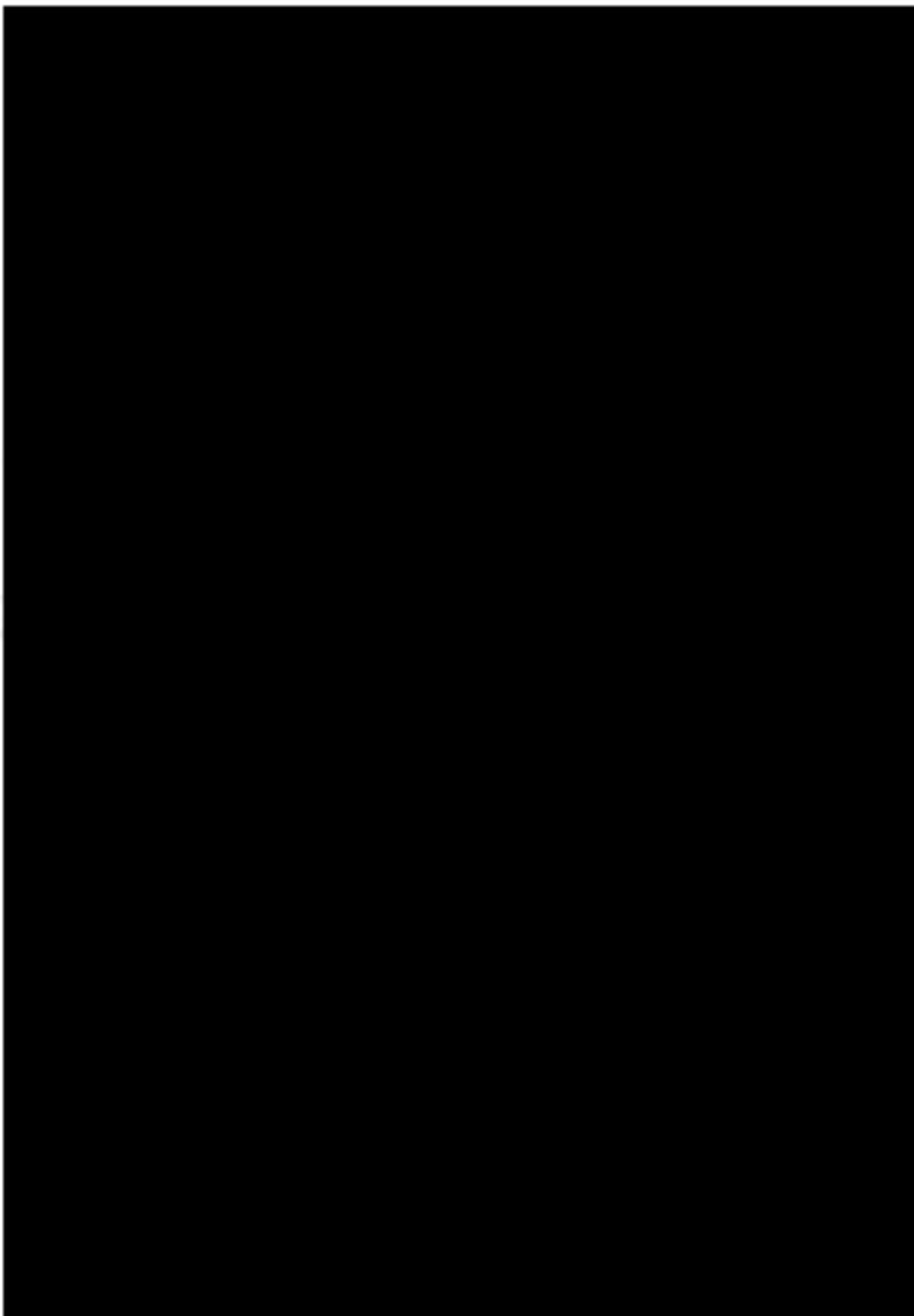
VITAE
Paula Alcala Rosner

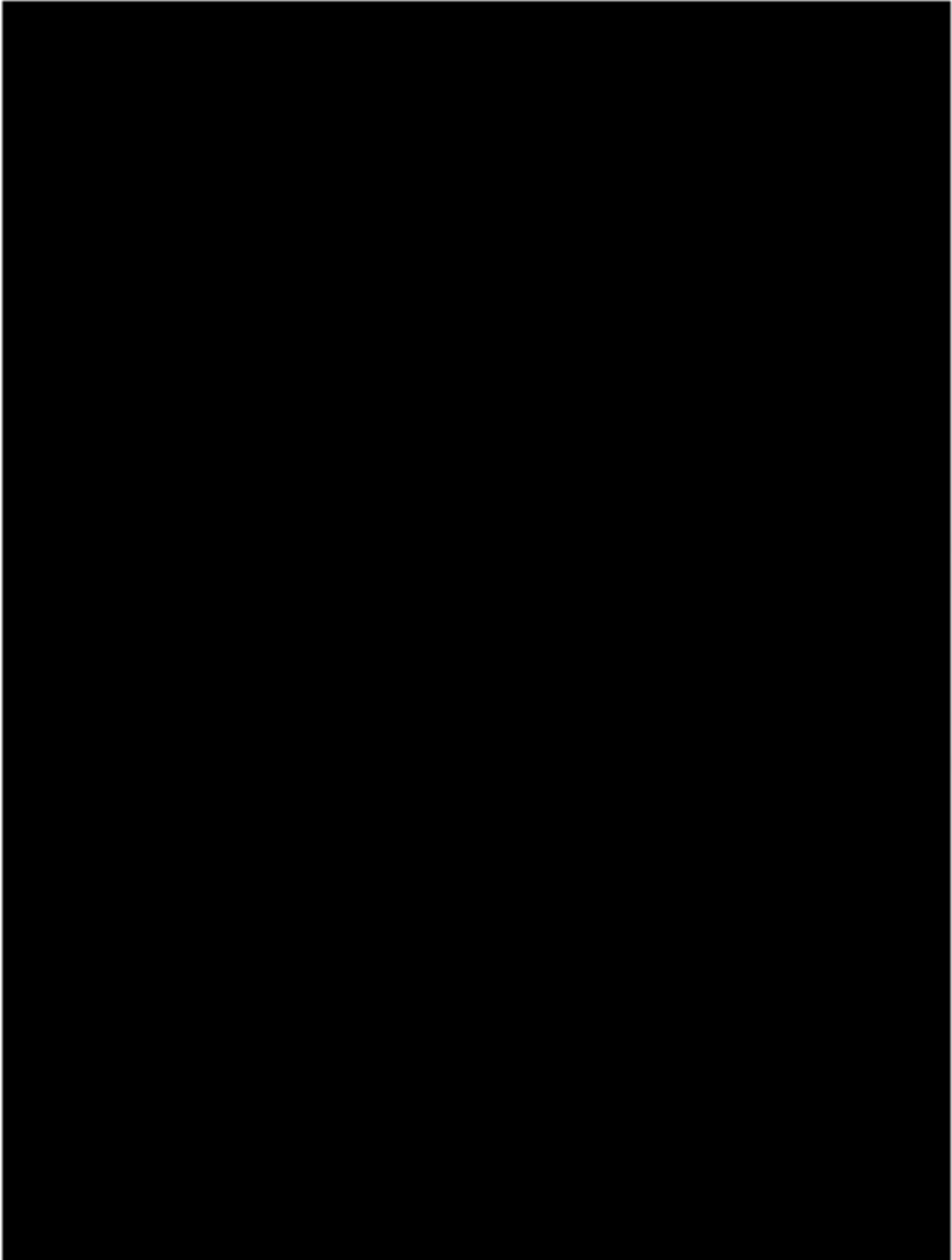
Buffalo, New York

EMPLOYMENT

[REDACTED]

[REDACTED]







EDUCATION

- State University of New York at Buffalo, Empire State College
Awarded Bachelor of Arts degree
MENSA scholarship recipient
Political Science major
- Wayne State University, Detroit, Michigan
Undergraduate coursework
Honors Society member
Criminal Justice major
President's Merit Scholarship recipient
- Oakland Community College, Oakland County, Michigan
Awarded Associates Degree in Liberal Arts, summa cum laude
Liberal Arts major

MEMBERSHIPS/AFFILIATIONS

- Leadership Buffalo, 1989 graduate, member in good standing
Chairperson, Class of '89 Planning Council
- Past president, Los Tainos Senior Citizens Center
Highlights of term: Developed a \$4 million 50-unit senior citizen housing complex "La Casa de Los Tainos, the Hispanic community's most ambitious project;
initiated The Grandmother's Table/La Mesa de Las Abuelitas, a catering service run and operated by the senior citizens served by the organization as income to both the organization and its members
- Mentor, State University of New York at Buffalo's Leadership Development Center
- Vice President, Women's Pavilion Pan Am 2001, Inc. (term completed)

Chairperson of the Women in the Arts Focus Group: oversees planning and the securing of \$110,000 in funding for the construction of nine works of public art as part of a city-wide arts trail

- Member, Peace Bridge Community Advisory Task Force
Chairperson of the Workforce Development/Economic Development Committee
- Founder and Chair, International Gateway District Task Force
- Member, WNED Television Advisory Board
- Volunteer, WNED Television, membership drive "on air" hostess
- Member, Community Advisory Board, WNED Television
- Secretary, Board of Directors, Broadway Market Management Corporation (term completed)
Interim Co-Chairperson, Board of Directors
Chair, Marketing and Long Term Planning Committee
Authored three year Corporate Strategic Plan
Member, Personnel Committee
Member, Special Issues Committee
Member, Business Plan Development Committee
Authored Corporate Business Plan
- Board Member and Vice President, Keep WNY Beautiful, Inc.
Chair, Strategic Planning Committee
- Board Member, Buffalo Prep
- Board Member, Tapestry Charter School
- Board Member, Lighthouse Academy Charter School

SPECIAL COMMENT

- 2004 Women Who Mean Business Award from Business First
- 2004 Hispanic Advocate of the Year Award from the Hispanic Heritage Month Celebration Committee
- 2003 Certificate of Gratitude from The New World Street Market Task Force
- 2002 Civic Empowerment and Economic Justice Award from Massachusetts Avenue Project
- 2002 Guarionex Award from the Hispanic Network for outstanding dedication to Western New York's Hispanic/Latino community
- 2001 Outstanding Service certificate from the Broadway Market Management Corporation Board of Directors for outstanding Board service
- 2000 Civic Empowerment Award from the All America Cities of Greater Buffalo Committee for the International Gateway District Task Force
- 1993 Martin Luther King, Jr. Citizen Recognition Award from the Minority Faculty and Staff Association, State University of New York at Buffalo
- 1988 Outstanding Community Service Award from the Puerto Rican Chicano Committee
- 1979 Key to the City from the City of Oak Park, Michigan for outstanding community service
- Former host "Hispanic Voices" television program, WTVB Television
- New York State Job Development Authority, Board Member per gubernatorial appointment
- Erie County Cultural Resources Board, Board Member per County Executive appointment
- Erie County Commission on the Status of Women, Commissioner per County Executive appointment
- Author, Cross Cultural Training techniques, published by the National Association of Research Libraries

Current as of 8/06

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Nancy V. Wallace, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Nancy V. Wallace
Signature

March 3, 2005
Date

**A Response to the Request for Information from
Prospective Charter School Board Members**

Nancy V. Wallace
Prospective board member
Tapestry Charter School, Buffalo, NY
March 2005

Background

1. Educational and employment history is included in the attached resume.
2. I am more than 18 years of age.
3. I have been aware of Tapestry Charter School since reading an article in the Buffalo News during its first year of operation. I know parents who send children to this school. I have supervised Canisius College education students during field placements at Tapestry Charter School. When a colleague at Canisius College resigned from the Tapestry Board of Trustees, I expressed interest in becoming a member of its board.
4. I feel inspired by the work of the Board, the Director, teachers and staff, to provide an excellent education for the children of the School. This is a smart, motivated group of people who care about educational choices for children. I would like to be part of their efforts - feel I have something to contribute.

Tapestry Charter School is a tremendous site for field placements for Canisius College students - it is a place where they see "best practices." A recent partnership has been established between Canisius Education Department and Tapestry Charter School.

5. I have not previously served on a school board. I have served on a board of directors for the Las Vegas/San Miguel County Literacy Volunteers (New Mexico) for two years.

Conflict of Interest

6. The Director is a professional acquaintance. I have met most of the members of the Board of Trustees at a recent meeting. Neither my spouse nor I know any board members, prospective board members or former board members, to my knowledge.
7. I have placed and supervised Canisius College education students in 5 different classrooms at Tapestry Charter School. I have a professional relationship with the teachers with whom my students were placed. To the best of my knowledge, my spouse does not know any Tapestry Charter School employees.
8. My spouse and I have no knowledge of any business relationships with Tapestry Charter School.
9. No one in my family anticipates conducting, or is conducting business with Tapestry Charter School.
10. Neither my spouse nor I know anyone affiliated with an educational service provider for Tapestry Charter School.
11. Neither my spouse nor I have a direct or indirect relationship with an educational service provider for Tapestry School.
12. Neither my spouse nor I anticipate conducting business with an educational service provider for Tapestry Charter School.
13. No family member has an association with any organizations that have filed an application for conducting business in conjunction with the Tapestry Charter School.
14. The School of Education and Human Services at Canisius College and Tapestry Charter School has recently entered into an educational partnership. I am a faculty member in the School of Education and Human Services. I do not believe that this presents a potential personal, legal or ethical conflict of interest.

Nancy V. Wallace
Prospective board member
Tapestry Charter School, Buffalo, NY
March 2005

15. If I became aware that a member of the school board was involved in self-dealing, I would bring my concerns to the President of the Board, and if appropriate, raise the concern at a board meeting.

Educational Philosophy:

16. School's mission and philosophy
The mission of Tapestry Charter School is to provide a learning center that offers challenging educational opportunities in a multi-age setting. The school provides an environment where students are encouraged to become self-directed, independent learners. Progressive interdisciplinary techniques are utilized along with the best resources available to fit the individual learning style of each student. Parent involvement is a significant component in the success of Tapestry Charter School. Collaboration, rather than competitive learning, is emphasized in an environment that works towards building community and social responsibility. Tapestry Charter School enrolls students from families of diverse cultural, racial and socio-economic backgrounds.

I understand, accept and support the mission and philosophy of Tapestry Charter School.

17. I am familiar with the educational program at the school. I am an Assistant Professor of Education. I have had the opportunity to supervise Canisius College students during field placements in the school and am familiar with the educational program.

18. I believe that characteristics of a successful school will include:
- Intelligent and motivated administration.
 - Excellent teaching
 - Ongoing professional development for teachers
 - Integration of subjects - arts emphasis
 - Emphasis on social responsibility
 - Positive school culture and community.
 - Family involvement

I believe that the board members are committed to the success of this school. The commitment is manifested in the time, support and resources invested in Tapestry Charter School. I view this school as successful. I anticipate that the board will remain steadfast in its commitment to the school. I reserve judgment on specific recommendations to ensure that this school remains successful until I become more familiar with specific role of the board in the operations of the school.

19. I have familiarized myself with *Right from the Start' Guidelines for not-for-profit Board Members* by Attorney General, Eliot Spitzer. I find it to be both informative and helpful. It clearly delineates the role of a board member, including both duties and responsibilities.
20. I have read the Tapestry School Board by-laws and conflict-of-interest policies.
21. Please advise if any other pertinent information would be helpful for this review.

Nancy V. Wallace

[REDACTED]
Buffalo, NY [REDACTED]
[REDACTED]

EDUCATION

1991-1995

Doctor of Philosophy of Education
State University of New York at Buffalo
Department of Learning & Instruction
Major field: Early Childhood Education

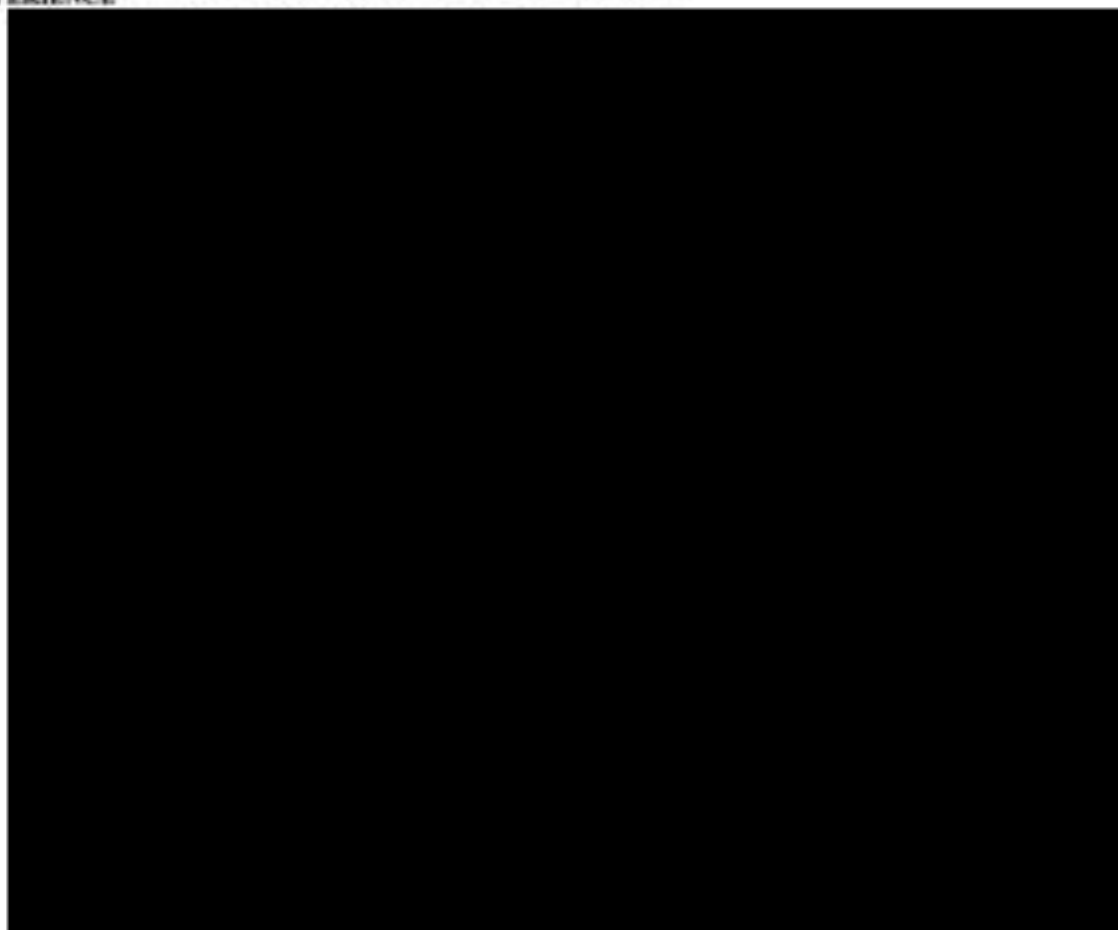
1989-1991

Master of Arts in Bilingual Education
State University of New York at Buffalo
Department of Learning & Instruction
Major field: Bilingual Early Childhood Education

1981-1985

Bachelor of Science in Elementary Education
New York State University College at Cortland
Department of Education
Major field: Social Sciences

WORK EXPERIENCE

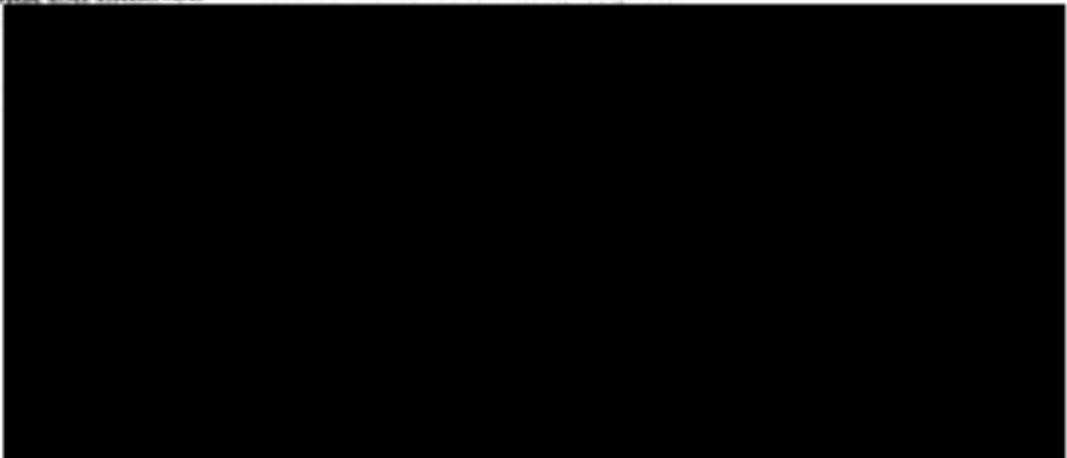




GRADUATE WORK EXPERIENCE



RELATED WORK EXPERIENCE




CERTIFICATIONS

New York State Public School Teacher Certificate
Nursery, Kindergarten & Grades 1-6.

**PROFESSIONAL
ASSOCIATIONS**

The National Association for the Education of Young Children,
AEYC of Western New York.
New Mexico Higher Education Articulation Task Force 1995-1998.
Child Development Associate Advisor - Family Day Care 1992.

CONFERENCES**• NATIONAL**

Presenter: NAEYC Annual Conference, New Orleans, LA, November, 1992. *"Dealing with the Aftermath of Innocent Crack Cocaine Addiction: Issues, Concerns, and Implications."*

• REGIONAL

Presenter: Regional Early Care and Education Conference, Las Vegas, NM, June 7, 1997. *"Infant/Toddler Language Development."*

• STATE

Presenter: New Mexico AEYC Annual Conference, Albuquerque, NM, March 1, 1997. *"Guiding Young Children Towards Appropriate Behavior."*

• LOCAL

Presenter: Sixth Annual Family Institute, New Mexico Highlands University, September 26, 1997. *"Infant/Toddler Language Development."*

Presenter: Fifth Annual Family Institute, New Mexico Highlands University, September 28, 1996. *"Guiding Young Children - Problem Solving and Conflict Resolution."*

Presenter: Counseling and Educational Psychology Annual Conference, October 15, 1994. *"Poverty and Neglect: Important Mediating Factors in the Outcome of Prenatal Cocaine Exposure."*

Presenter: Association for the Education of Young Children of Western NY, October 15, 1994. *"Inclusion of Children with Special Needs into a Preschool Program Using Developmentally Appropriate Practices."*

Presenter: Counseling and Educational Psychology Annual Conference, November 20, 1993. *"Children with Prenatal Cocaine Exposure: Resilient or Handicapped?"*

Presenter: Buffalo Coalition of Home Day Care Providers, Inc. July, 1993. *"Language and Children's Self-Esteem."*

Presenter: Association for the Education of Young Children of Western NY, October, 1993. *"Prenatal Drug Exposure: Exploring Myths and Teaching Practices."*

Presenter: Association for the Education of Young Children of Western NY, October, 1991.
"Children Born Prenatally Exposed to Drugs: Implications for Teachers."

Presenter: Buffalo Public Schools, Pre-K and Kindergarten teachers. March 5, 2003.
"Stages of Scribble: Emergent Writing Skills of Young Children."

Presenter: Coalition of Home Day Care Providers. March 18, 2003. "Stages of Scribble:
Emergent Writing Skills of Young Children."

RESEARCH AND PUBLICATIONS

Lopata, C., Wallace, N.V., & Finn, K.V. (under review). Comparison of academic achievement between Montessori and traditional education programs. *Journal of Research in Childhood Education*.

Wallace, N.V. (1996). The effects of prenatal cocaine exposure on early childhood development. University Microfilms Inc., 1996.

Phelps, L., Wallace, N.V., & Bontrager, A. (1997). Risk factors in early childhood development: Is prenatal cocaine/polydrug exposure a key variable? *Journal of School Psychology, 34* (3).

GRANTS

Keep New Mexico Beautiful, Inc. 1998.
Grant money used to improve the playground space of New Mexico Highlands University Child Development Center.

AWARDS

Buffalo Alliance For Education – "Community Leader of 2004," September 2004.
Bilingual Education Fellowship United States Department of Education 1990-1991.

SCHOOL/ COMMUNITY SERVICE

Coordination of Service Learning Project to benefit Buffalo Public School # 17, 2004.
Site Based Management Team – Buffalo Public School #17 2003; 2004.
Committee Member – Buffalo Advocates for Schoolyard Enhancement, 2004.
Board of Directors, Las Vegas/San Miguel County Literacy Volunteers 1995-1997.

REFERENCES

Available upon request.

GRETCHEN P. AYLWARD
ASSOCIATE

Immigration Law
Buffalo

Ms. Aylward focuses her practice on immigration law including U.S. employment and family based immigration matters, with a particular emphasis on health care professionals and NAFTA-based business immigration. Ms. Aylward has extensive experience in preparing and filing employment and family-based immigration applications with the United States Immigration and Naturalization Service. Ms. Aylward is also experienced in obtaining visas, particularly E-1 and E-2 investor visas, and filing applications for permanent residence with U.S. consulates abroad.

Publications

- Co-Author: "The Implications of Form I-9 on U.S. Businesses", *Update* (February 2000 Phillips, Lyde Newsletter)

Education

- State University of New York at Buffalo School of Law, J.D., 1995
- State University of New York at Buffalo, B.A. - Anthropology, *cum laude*, 1979
- Loyola University, 1974-1976

Admitted to Practice

- New York

Professional Associations

- American Bar Association
- New York State Bar Association
- Bar Association of Erie County
- American Immigration Lawyers Association
- Women's Bar Association of the State of New York

Present Activities

- Buffalo Council of World Affairs, Board Member
- Buffalo Philharmonic Orchestra
 - Women's Committee
- SUNY at Buffalo School of Law Alumni Association
 - GOLD Group, Board Member

Past Activities

- Buffalo General Hospital
 - Junior Board Executive Committee, Member 1985-1989

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

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4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
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13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

1. See attached bio.
2. I will be over 18 years of age by January 1, 2001.
3. My son is a student in first grade at Tapestry Charter School. I had expressed an interest in running for election to the Board of Trustees, and was encouraged to do so by several parents, as I am very interested in the future success of Tapestry Charter School.
4. I believe very strongly that Tapestry Charter School is vitally necessary as an alternative to the traditional public schools, and to private and religious-affiliated schools in Buffalo. As a parent, and a resident of the City of Buffalo, I want to do everything I can to ensure its continued viability.
5. I have never served in this capacity before, but feel that, as a parent, I have a great deal to contribute to the Board. I am also an attorney licensed to practice in New York, and have served on two not-for-profit boards previously (Buffalo General Hospital Women's Committee; Buffalo Council on World Affairs).
6. Neither I nor my spouse knew any of the other board members prior to our son's attendance at Tapestry School.
7. Neither I nor my spouse know any school employees.
8. Neither I nor my spouse know anyone doing business with, or planning to do business with, Tapestry Charter School.
9. Neither I nor my spouse or any family members have any plans to conduct business with the school.
10. N/A
11. N/A

12. N/A

13. Neither I nor my spouse or any family is associated in any way with any such organization.

14. I know of no potential ethical or legal conflicts of interest.

15. I would bring the situation to the attention of a disinterested board member, or member of the school administration, or the school's legal counsel.

16. The mission/philosophy of Tapestry Charter School is provide high-quality education to a diverse population of Buffalo-area students. The School is committed to the achievement of high standards for the students. It fosters student cooperation, creativity and independent thought.

17. I am familiar with the educational program of the school. I attended a presentation on Work-Sampling, which is the evaluation process in place for Tapestry students, and have attended one Parent-Teacher conference.

18. I believe the Board must be responsible for the fiscal health of the school, and for ensuring that the school's administration is furthering the school's mission. The Board should make sure that high-quality teachers are recruited and maintained, and should attempt to resolve conflicts in a non-confrontational manner. It should verify that high educational standards are being maintained.

19. A public charter school board member must be committed to: working for the good of the entire school community, actively participating in board meetings and all relevant school events, and remaining informed regarding all issues critical to the future success of the school, including relevant political issues.

20. I have read the school board's by-laws and conflict of interest policies.

21. My son previously attended a Buffalo public school, and my 17-year-old daughter is a senior in private school. I myself attended private, religious-affiliated school. Therefore, I have experience with many different schools in Buffalo, their procedures and philosophies, and their positive and negative aspects. I believe this will contribute to my insight as a charter school board member.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

Arthur P. Hayward certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

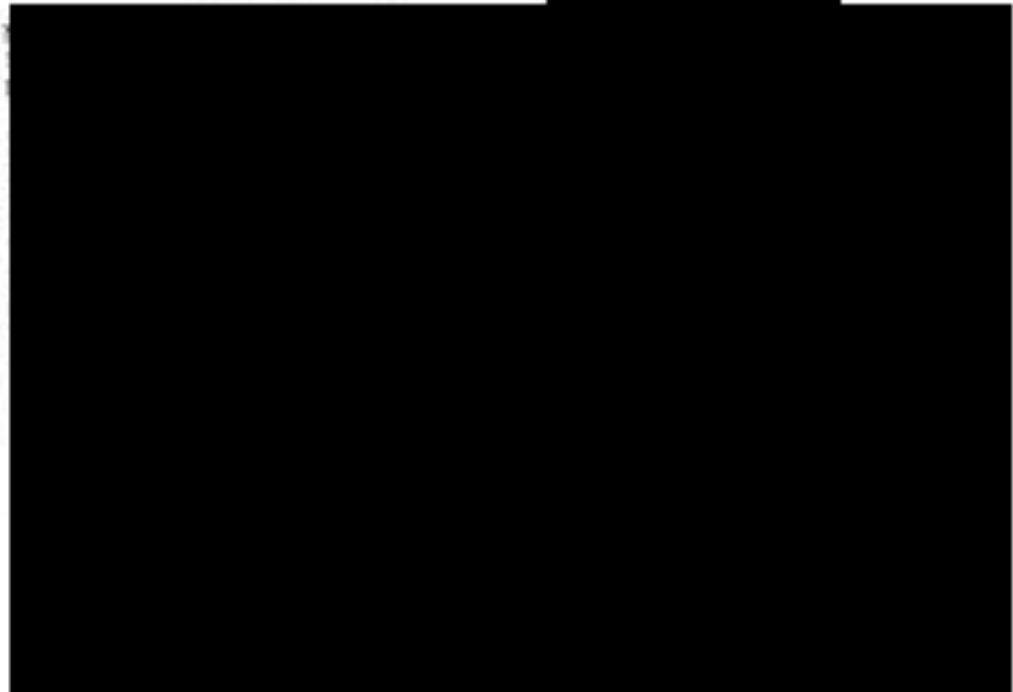
Arthur P. Hayward
Signature

11/30/01
Date

Michael W. Reville

Buffalo, New York

EXPERIENCE



LICENSING

Admitted in New York (active) and Ohio (currently inactive).

MEMBERSHIP
ACTIVITIES

Chairman, Regulatory Matters Committee, Pennsylvania Gas Association, 1997-'99
Board Member 1996-1997, 1999 to present, New Group at the Gallery, Albright-
Knox Art Gallery, President 1995-1997, Greater Buffalo Counseling Centers, Inc.,
Vice Chair, New York State Bar Association, Public Utility Law Committee, 2001 to
present; Member, Board of Trustees, Westminster Early Childhood Program, 2001 to
present.

EDUCATION

State University of New York at Buffalo
Law School
Buffalo, New York 14260
J.D. 1987
Articles Editor, *Buffalo Law Review*
Class rank: estimated top 10-15% (no numerical ranking)

University of Toledo
College of Law
Toledo, Ohio 43606
First year of law school 1984 - 1985
Class Rank: 2d out of 155
Invited to join *Toledo Law Review*
Awarded full in-state tuition merit scholarship

State University of New York at Buffalo
Joint degree in Economics and
Communication
B.A. 1983

Michael Reville
[REDACTED]
Buffalo, New York [REDACTED]

December 12, 2001

[REDACTED]

Re: Response to Request for Information

Dear Steven:

Here is my response to the Request for Information form from the Charter School Institute.

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

My resume is attached.

2. **Please affirm that you will be at least eighteen years old by January 1, 2002.**

I affirm that I will be at least eighteen years old by January 1, 2002.

3. **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 Tapestry Charter School ("Tapestry") first by word of mouth in the community and later in the process of enrolling my daughter, who is now an attending student. I learned of the opportunity to serve as a member of Tapestry's board through Amy H. Friedman, an Initial Trustee of Tapestry.

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

I provided the following explanation to introduce myself to Tapestry's parents prior to the election for my inclusion on the board:

I have previous not-for-profit board experience in Cleveland and in Buffalo, and completed United Way's Leadership Development program, with a focus on not-for-profit organizational management, funding, grant writing and operations. In a very short time, Tapestry's faculty and administration have managed to create a "persona" for the

school, develop ardent and loyal parental support, and spark a desire to learn in Eileen, our 4-year old, that is wonderful to observe. The school's open, interdisciplinary (and multi-age) academic model, together with an emphasis on the arts, form an absorbing and enjoyable learning environment that works. This is what we see. Parental involvement is critical (perhaps increasingly so) to maintaining a sense of community and shared interests at the school. I would like to work with the Tapestry board to preserve and grow what has been developed, and to help establish the school as a distinctly identified community institution, a critical requirement for its long-term success.

5. **Please indicate whether you have previously served on the 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.**

I have served as a member and, in some cases, officer of a number of not-for-profit boards and professional associations. During my involvement with those organizations, I participated in financial activities (including fund-raising and grant writing and budget development), development and revisions of by-laws, personnel matters and strategic direction, among other things. My experience has also taught me teamwork skills (in the form of organizing, directing and participating in committees) and persuasive advocacy. I believe that these skill sets have value in many forums, and can be applied to Tapestry's benefit. Furthermore, and perhaps more importantly, I am a city resident with a daughter attending Tapestry. I therefore have a personal stake in its success and firmly believe that the school is an important addition to the wider community of Buffalo and Erie County. Tapestry - its founders, administration, faculty and students - is a local asset that has already improved the quality of life in Buffalo. Its future and ability to flourish must be assured.

6. **Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.**

I met Amy Friedman several years ago while serving on one of the boards at the Albright-Knox Art Gallery. We are acquaintances by virtue of that introduction and previous working relationship, as well as neighbors in the Buffalo community.

7. **Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.**

By "school employee" I am assuming that the question refers to Tapestry employees. My wife and I have become acquainted with our daughter's teachers (solely by virtue of the student-teacher relationship) and various members of staff and administration through the school's ongoing organized activities.

8. **Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school**
We do not.
9. **Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school . . .**
We do not.
10. **If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit)**
Not applicable, and we have no relationship with anyone in such a business.
11. **If the school is partnered with an educational service provider**
Not applicable, and we have no relationship with anyone in such a business.
12. **If the school is partnered with an educational services provider,**
Same as above nos. 10 and 11.
13. **Please indicate whether you, your spouse or other immediate family member is a director, etc.**
Same as above nos. 10-12.
14. **Please indicate the potential ethical or legal conflicts of interest (if any) that would, or are likely to, exist should you be approved for service on the school's board.**
None.
15. **Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).**
After attempting to, through whatever appropriate means, verify any suspicion of self-dealing, I would ask the board member(s) to report the conflict according to the school's procedures; i.e. to the Tapestry Executive Committee, where the matter would be received for investigation. If the suspected board member(s) did not report the matter, I would report it myself to the Executive Committee for its review.
16. **Please provide your understanding of the schools mission/philosophy.**

As I understand it, Tapestry utilizes a multi-age, multi-disciplinary approach to education that promotes independence and self-motivated learning. Students learn in an environment that engenders respect for adults, peers and in the school itself. Tapestry emphasizes the arts and, as I have observed, accommodates individual learning characteristics so that achievement can be measured through numerous means. In witnessing my own daughter's excitement in the learning process at Tapestry, I am very impressed with the method.

17. **Please indicate whether you are familiar with the educational program of the school.**

I am familiar with the educational program as it is practiced in my daughter's class and through information distributed by the school.

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

Funding is critical and in the current financial environment, it will be a particular challenge. Equally important, however, is that the school develop an identity in the community. Competition for faculty talent, funding and students depends on recognition of Tapestry as an educational asset of unique significance. Toward that end, Tapestry must continue its efforts to promote parent involvement across the spectrum of the school's multiple needs.

19. **Please indicate your understanding of the appropriate role of a public charter school board member.**

Both advocate and fiduciary in a position of public trust.

20. **Please affirm that you have read the school board's by-laws and conflict-of-interest policies.**

I have.

21. **Please provide any other information that you feel pertinent to the Charter School Institute's review.**

CERTIFICATION ATTACHED

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Mike Revilla, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the JANETRY Charter School is true and correct in every respect.


Signature12/13/01
Date

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.
2. Please affirm that you will be at least eighteen years old by January 1, 2002 (providing your date of birth is not required).
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served 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.

Conflict of Interest

6. Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.
7. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
8. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

9. Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
10. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate 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.
12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate 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.
13. Please indicate whether you, your spouse or other immediate 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. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate.
14. 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 school's board.
15. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.
17. Please indicate whether you are familiar with the educational program of the school.
18. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

Other

19. Please indicate your understanding of the appropriate role of a public charter school board member.
20. Please affirm that you have read the school board's by-laws and conflict-of-interest policies.
21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, Susan Gelluck certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Susan Gelluck
Signature

6/1/02
Date

1. Please see the attached resume.
2. 6/15/46
3. I became aware of the charter school through neighbors whose children attend the school and other parents of children at the school. I also serve on other volunteer organizations with parents of children at the school.
4. Prior to my retirement, I worked as a psychologist and school administrator in the public school system. I am familiar with state and federal laws and regulations governing the operation of schools. I have experience in developing and implementing new programs, especially for disabled students. I was awarded Best Practice in New York State twice for programs I developed for handicapped children. I do feel that the charter school environment offers more opportunity and administrative encouragement to provide creative and individualized programs for students.
5. I have served on the following boards: Batavia School for the Blind, AboutFace of WNY, and Eating Disorders of WNY. I was a member of the 1998 Leadership Buffalo class. As noted in my resume, I have a Ph.D. in Clinical Psychology and district-wide certification in School Administration.
6. One board member is a volunteer on a steering committee for the West Side Planning Collaborative. I also volunteer on that committee.
7. n/a
8. n/a
9. No
10. n/a
11. n/a
12. n/a
13. No
14. None
15. I would first speak directly to the board member to determine whether they are aware of the conflict. If the member did not voluntarily remove themselves from the situation, I would provide official written notification to the Board. The Board as a whole would then follow the procedures noted in the Memorandum of Understanding, and determine the most appropriate course of action.
16. The mission includes the development of excellence in reading and writing skills, with a concomitant development of high moral character emphasizing personal responsibility and social sensitivity. The mission encourages each child to develop his/her individual talents, promoting creativity and a desire for lifelong learning.
17. Yes
18. Academically, emphasis on reading and comprehension skills, early introduction of a foreign language, musical appreciation through composing music and playing instruments. The ability to translate the academic skills learned to implementation in the everyday world should be emphasized. The enhancement of emotional intelligence through emphasis on interpersonal sensitivity, empathy and the use of conflict resolution skills help facilitate satisfaction and

- success. I think the Board can both promote and model the latter behaviors by using the same values in interacting with the teachers and other staff. In particular, the school's performance will be judged in part by the success of the students on standardized tests. It will be the Board's job to ensure that teachers receive support, encouragement and the tools to be successful so that the teachers can utilize the same methods with the students
19. The purpose of each board member, is to assure that Tapestry Charter School (1) implements its Mission (2) achieves appropriate results for appropriate persons at an appropriate cost and (3) avoids unacceptable actions and situations.
20. Yes, I have read the school board's by-laws and conflict of interest policies.
21. n/a

Jason Bullock

2. CONFLICT OF INTEREST

A. Definition of Conflict of Interest

A conflict of interest is one that would adversely affect one's judgement when acting on behalf of the organization. It is acknowledged that the presence of a conflict of interest or the presence of compromising or competing influences may prejudice one's ability to act objectively in the fulfillment of one's duties or responsibilities as a board member.

B. Procedures

Where a conflict of interest arises, the following procedures will apply:

Every possible occurrence, real or perceived, of potential conflicts of interest or breaches of confidentiality cannot be concealed. Therefore unresolved matters will be referred to the TCS Executive Committee for review and then recommendations will be forwarded to the Board of directors for final disposition.

Should a member consider that a conflict of interest exists:

s/he shall disclose the conflict of interest at any board meeting;

the board member involved in the conflict shall leave the room in which any discussion of the matter takes place and shall not take part in any discussion, consideration or vote on the matter;

the board member shall not attempt at any time before, during, or after the meeting to influence the voting on any such questions in any way.

No board member shall participate in any fashion in the hiring, promotion, disciplining or termination of a family member who is also an employee of the TCS.

Every declaration of interest and relationship shall be recorded in the minute of the meeting.

Information obtained in the course of a member's involvement with the TCS will not be used to further his/her own personal, professional, business or financial interests.

Each member is to acknowledge receipt of this policy and commitment to comply with it by signing and returning a completed Memorandum of Understanding to the Executive Director who will retain it on file.

3. CONFIDENTIAL OR INSIDER INFORMATION

TCS members have access to confidential and/or insider information that they must not divulge to any person outside the TCS. Moreover, each individual must treat the information in a similar manner following the termination of his/her board, committee or staff relationship, except when a lawful authority orders such information to be disclosed.

Susan Hillside
6/1/02

CURRICULUM VITA

Susan L. Gillick

Buffalo, New York

EDUCATION

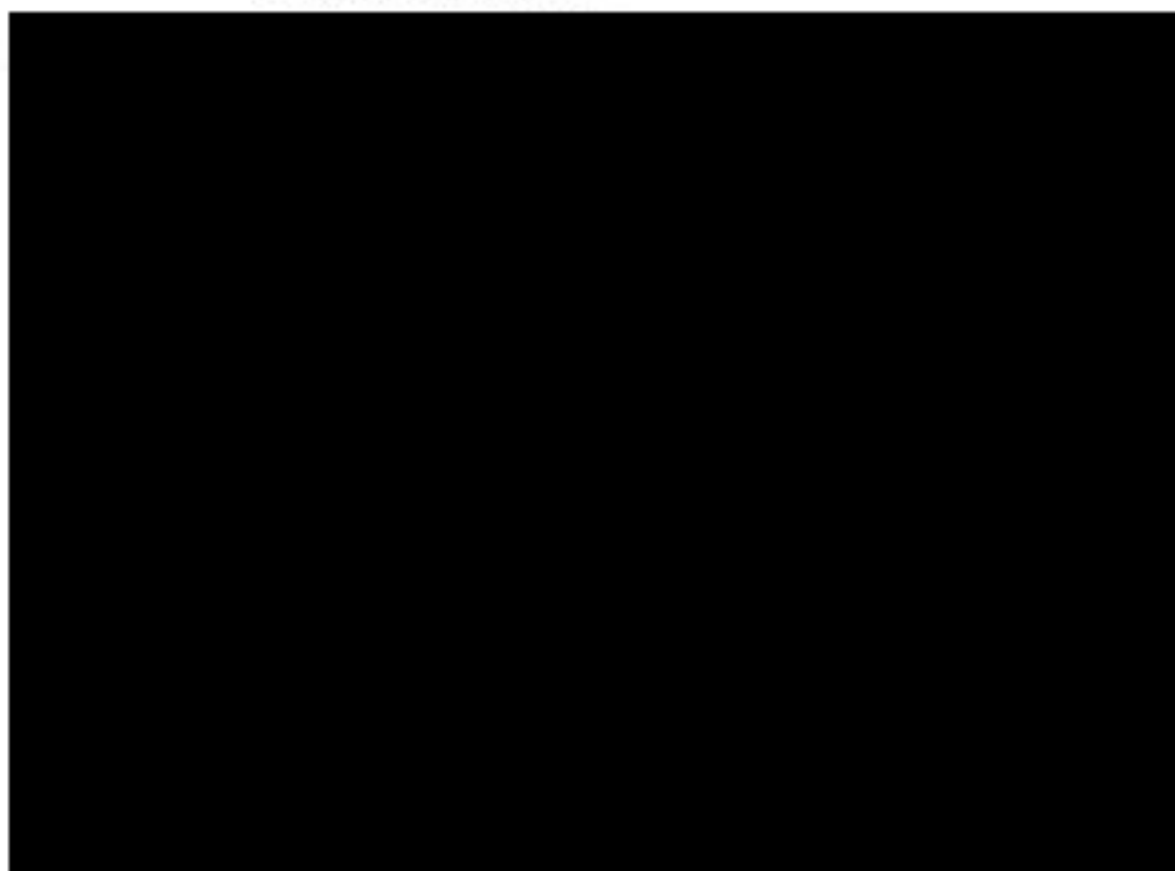
1974

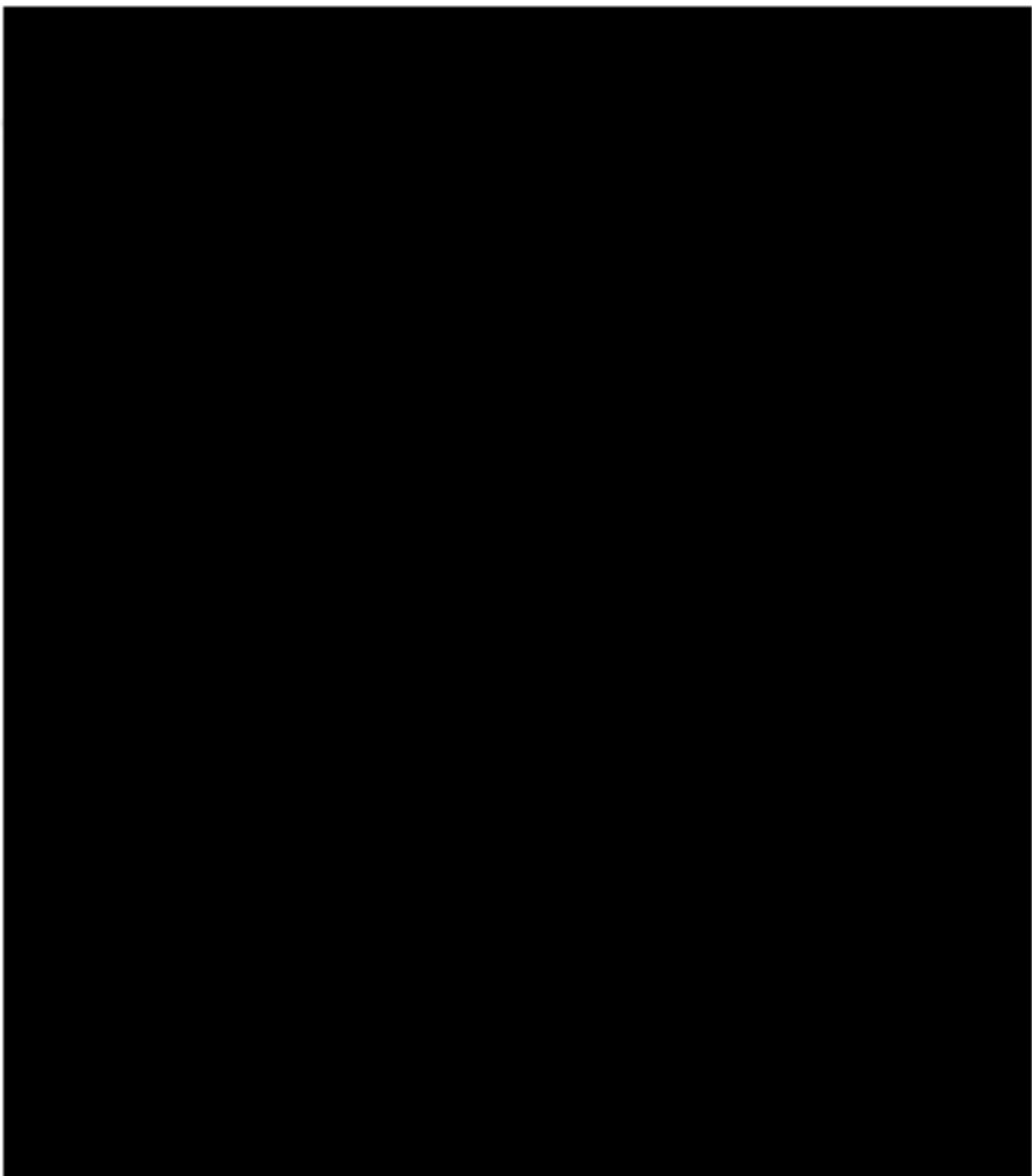
Ph.D.: State University of New York at Buffalo, Clinical Psychology
Dissertation: "Training Parents as Therapists in the Treatment of Juvenile
Obesity".

1968

B.A.: Syracuse University, Major-Psychology, Minor-Zoology

CLINICAL EXPERIENCE and EMPLOYMENT





COMMUNITY SERVICE

2001-present
"VOICE Buffalo": Chair, "Project Palante" =

1996-present

"Habitat for Humanity", Family Selection Committee
United Way Strengthening Families Investment Team

1998-2002

New York State Electric and Gas Corporation's Educational Advisory Panel

1997-1998

Leadership Buffalo

1995-1997

Chair, Public Relations committee, "VISION for Tomorrow", a community planning organization

1989-1995

Co-founder and Director of "About Face of Western New York", a non-profit support group for facially disfigured individuals

PROFESSIONAL AFFILIATIONS

American Psychological Association
Psychological Association of Western New York
School Psychologists Associations of Western New York
School Administrators' Association of New York State

1991-1995

American Cleft Palate Cranio-Facial Association

1993-1994

President, Federation of Cranio-Facial and Cleft Palate Centers of New York State

1992-1994

President, Depew School Administrators Association

1991-1992

Vice-President Depew School Administrators Association

CERTIFICATIONS

1994

School District Administrator, New York State Education Department

1979

School Administrator and Supervisor, New York State Education
Department

1976

School Psychologist, New York State Education Department

PUBLICATIONS

1991

"Identification and Intervention Strategies for Professionals Working with
Children and Families Affected by Poly-substance Abuse", Education
Committee, Perinatal Addictions Drug Task Force, CHOB

AWARDS

2000

Received Best Practice Award from University of Albany in association with
New York State Education for school-to-work program for children ages 5-
21 years of age

1998

Received Best Practice in New York State award in education programs
for development of K-12 Special Education Program entitled "All Children
Can Learn to Earn"

1997

"Pathfinder in Education" Award from Business First magazine for
excellence in building partnerships between education and business

"Best Practice" Award, New York State Department of Education for
program that placed mildly disabled high school students with the New
York State Electric and Gas Company in a school-to-work program

Request for Information from Prospective Charter School Board Members

Background:

- 1.) See attached resume.
- 2.) My birthdate is 08/04/1961.
- 3.) I served on the CELAA board with Brooke Anderson who was associated with another Charter School Board. She was aware of the search that the Tapestry Charter School was undergoing for board members and my interest in education. Brooke put me in touch with Amy Friedman and the relationship built from this initial meeting.
- 4.) Back in 1992, I was accepted into the University of Chicago's PhD program in Educational Research. Education has always been a strong interest of mine and with my background in statistics, I considered educational research to be an opportunity ripe with interesting areas to pursue and expand. However, a different path in my life opened and I decided to pursue research in the pharmaceutical industry and started a business which is celebrating its 10th anniversary this year.
- 5.) I am currently serving as Chair of the Center for Entrepreneurial Leadership Alumni Association. In addition, I, in conjunction with two other partners have grown Cognigen to a 70 person organization. Tapestry is an educational institution, but in many if not all ways it is a growing business. The experiences I had in growing Cognigen will all be relevant to growing Tapestry and making it one of the leading educational institutions in Western New York.

Conflict of Interest:

- 6.) Prior to becoming involved with the Tapestry Board I was not familiar with any of the other board members, prospective, or former board members.
- 7.) I am not aware of anyone who has been a Tapestry Employee for the past two years.
- 8.) I currently do not have any business relationship with Tapestry School and I do not have plans to do so in the future.
- 9.) No one in my immediate family anticipates conducting or is conducting any business with Tapestry.
- 10.) I am not associated with any education service provider.

- 11.) No one in my immediate family is associated with any education service provider.
- 12.) I, nor any one in my immediate family, anticipates conducting or is conducting any business with an educational service provider.
- 13.) I, nor my immediate family, is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the Tapestry Charter School.
- 14.) I am unaware of any ethical or legal conflicts of interest that would or are likely to exist during my tenure as a Board Member of the Tapestry Charter School.
- 15.) If I had knowledge of one or more members of the school's board was involved in self dealing, I would approach the person one on one to determine the exact nature of the situation and determine if the nature of the business followed the appropriate policies, procedures, and processes put in place by the board. If there was a potential conflict that was not to be resolved one on one, I would approach the Board Chairperson to bring it up as an agenda item at a future meeting and follow the conflict of interest policy.

Educational Philosophy:

- 16.) The mission of the Tapestry School is to provide a learning center that weaves together the humanities, sciences, arts and social responsibility. The school offers an environment where students are encouraged to become self-directed, independent learners. This is achieved through progressive interdisciplinary teaching techniques, small class sizes, and presence of teacher's aide(s) in each class level.
- 17.) I am not familiar with the education program at the Tapestry School. Although I will be bringing other skills to the board, my learning curve will be in understanding the education programs, the teaching techniques, and the performance based assessment tools used at Tapestry. This is a large gap, but one that I am thrilled to dive into with help of the many exceptional educational professionals at Tapestry.
- 18.) I believe that the School Boards duty should be to set policy and procedure for the school in terms of finance, human resources, expansion, fund raising, and program development. The execution of the policies and procedures should be in the hands of the School administration and professionals. Yet, in order to set policy and procedure, one must have a true understanding of the school and be involved so when making decisions there is an understanding of the impact of those decisions. My initial reactions to the school

were dynamic, open relationships, frank discussions, and openness to new ideas. The classes seem to pull people into them and I hope that I do become a more integral part of this process to learn more about the qualitative as well as quantitative aspects of Tapestry.

- 19.) I have spent time with each of the founders of the Tapestry Charter School and I understand their expectations of the board members and I am in complete agreement with those expectations.
- 20.) I have read the school board's by-laws and conflict of interest policies.
- 21.) I am a strong supporter of the public school system because I believe that every child has the right to equal opportunity in education. Reading is the way to open up our child's eyes to the wonders of this world and trains them to be the leaders of our future generations. Yet every child learns differently and therefore establishing Charters schools that can have an independent vision with progressive teaching techniques while maintaining or improving on the public school standards and benefits not only motivates the children but the teachers and parents to become true partners in the educational process. I am excited to be a partner in this process.

Certification

I, Cynthia A Walawander, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Cynthia A Walawander
Signature

1/2/2013
Date

CURRICULUM VITAE
Cynthia A. Walawander, M.A.
August, 2002

Coginigen Corporation

Buffalo, New York

Orchard Park, New York

EMPLOYMENT:

**COMPUTER
SKILLS:**

Operating Systems:
IBM 3084/GX CMS/VM; IBMPC/MSDOS; SUN solaris2.4.

Languages/Software:
Netscape, HTML
TCL/TK, Postgres
SASv6.11, SAS/Graph, SAS/AF, SAS/Insight, SAS/ETS, SAS/Stat
NONMEM, SPSSX, Minitab, SPSS/PC, Microsoft Office components,
Framemaker.

EDUCATION:

M.A. Statistics January, 1988
Department of Statistics
State University of New York at Buffalo
Buffalo, NY 14214

B.A. Statistics January, 1986
Department of Statistics
State University of New York at Buffalo
Buffalo, NY 14214

Center for Entrepreneurial Leadership, 1999
State University of New York at Buffalo
Center for Entrepreneurial Leadership
Buffalo, NY 14214

PUBLICATIONS:

Grasela Jr TH, Walawander CA, Welage LS, Wing PE, Scarafoni DJ, Caldwell JW, Noguchi JK, Schentag JJ. Prospective surveillance of antibiotic associated coagulopathy in 970 patients. *Pharmacotherapy*. 1989;9(3):158-164.

Gutfeld MB, Welage LS, Walawander CA, Wilton JH, Harrison NJ. The influence of intravenous cimetidine dosage regimens on the disposition of theophylline. *Journal of Clinical Pharmacology*. 1989;29:665-669.

Welage LS, Hejmanowski LG, Wilton JH, Walawander CA, Rigan D, Williams JS, Schentag JJ. Comparison of N-methylthiotetrazole dispositions in healthy volunteers following single intravenous doses of moxalactam, cefoperazone, and cefotetan. *Antimicrobial Agents and Chemotherapy*. June 1989;857-861.

Grasela Jr TH, Welage LS, Walawander CA, Timm EG, Pelter M, Poirier T, Walters K. A nationwide survey of antibiotic prescribing patterns and clinical outcomes in patients with bacterial pneumonia. *DICP, The Annals of Pharmacotherapy*. 1990;24:1220-1225.

White DB, Walawander CA, Tung Y, Grasela Jr TH. An evaluation of point and interval estimates from population pharmacokinetic analysis. *Journal of Pharmacokinetics and Biopharmaceutics*. 1991;19(1):87-112.

Herrera CR, Grasela Jr TH, Walawander CA. A nationwide investigation of a possible protamine drug-product defect. *The Annals of Pharmacotherapy*. 1992;26:643-644.

White DB, Walawander CA, Liu DY, Grasela Jr TH. Evaluation of hypothesis testing for comparing two populations using NONMEM analysis. *Journal of Pharmacokinetics and Biopharmaceutics*. 1992;20(3):295-313.

Goss TF, Walawander CA, Grasela Jr TH, Meisel S, Katona B, Jaynes K. Prospective evaluation of risk factors for antibiotic-associated bleeding in critically ill patients. *Pharmacotherapy*. 1992;12(4):283-291.

Knaus WA, Harrell FE, Fisher CJ, Wagner DP, Opal SM, Sadoff JC, Draper EA, Walawander CA, Conboy K, Grasela Jr TH. The Clinical Evaluation of New Drugs for Sepsis: A Prospective Study Design Based on Survival Analysis. *Journal of the American Medical Association*. 1993;270(10):1233-1241.

Grasela Jr TH, Walawander CA, Kennedy DL, Jolson HM. Capability of hospital computer systems in performing drug-use evaluations and adverse drug event monitoring. *American Journal of Hospital Pharmacy*. Sept 1993;50:1889-1895.

White PF, Stanley TH, Apfelbaum JL, Grasela Jr TH, Hug CC, et al. Effects on recovery when isoflurane is used to supplement propofol-nitrous oxide anesthesia. (supplement) *Anesthesia and Analgesia*. 1993;77:S15-20.

Roizen MF, Stanley TH, Thisted RA, Walawander CA, White PF, Apfelbaum JL, Grasela Jr TH, et al. How do anesthesiologists select patients when introducing a new drug into practice? (supplement) *Anesthesia and Analgesia*. 1993;77:S30-33.

Nahrwold ML, Roizen MF, Stanley TH, Thisted RA, Walawander CA, White PF, Apfelbaum JL, Grasela Jr TH, et al. Phase IV study of propofol: validation of the data set. (supplement) *Anesthesia and Analgesia*. 1993;77:S1-2.

Hug CC, McLeskey CH, Nahrwold ML, Roizen MF, Stanley TH, Thisted RA, Walawander CA, White PF, Apfelbaum JL, Grasela Jr TH. Hemodynamic effects of propofol: data from over 25,000 patients. (supplement) *Anesthesia and Analgesia*. 1993;77:S21-29.

McLeskey CH, Walawander CA, Nahrwold ML, Roizen MF, Stanley TH, Thisted RA, White PF, Apfelbaum JL, Grasela Jr TH, Hug CC. Adverse events in a multicenter phase IV study of propofol: evaluation by anesthesiologists and PACU nurses. (supplement) *Anesthesia and Analgesia*. 1993;77:S3-9.

Apfelbaum JL, Grasela Jr TH, Hug CC, McLeskey CH, Nahrwold ML, Roizen MF, et al. The initial clinical experience of 1819 physicians in maintaining anesthesia with propofol: characteristics associated with prolonged time to awakening. (supplement) *Anesthesia and Analgesia*. 1993;77:S10-14.

Grasela Jr TH, Watkins WD, Hug CC, McLeskey CH, Nahrwold ML, et al. The role of pharmacoepidemiology research in postmarketing surveillance and anesthesia practice/critical care medicine. (supplement) *Anesthesia and Analgesia*. 1993;77:S44-50.

Grasela Jr TH, Walawander CA, Jolson HM, Kennedy DL. Alternatives to Intravenous Tetracycline Hydrochloride for Malignant Pleural Effusions. *The Annals of Pharmacotherapy*. 1994;28:968.

Grasela Jr TH, Goodwin SD, Pasko MT, Walawander CA, Raebel MA. Use of antifungal therapy in hospitalized patients. I. Results prior to the marketing of fluconazole. *The Annals of Pharmacotherapy*. 1994;28:252-260.

Grasela Jr TH, Pasko MT, Goodwin SD, Walawander CA, Blackwelder N, Bruder-Holt RJ. Use of antifungal therapy in hospitalized patients. II. Results after the marketing of fluconazole. *The Annals of Pharmacotherapy*. 1994;28:261-279.

Welage LS, Walawander, Timm EG, Grasela Jr TH. Risk factors for acute renal insufficiency in patients with suspected or documented bacterial pneumonia. *The Annals of Pharmacotherapy*. 1994;28:515-522.

Grasela Jr TH, Walawander CA, Beltangady M, Krupp CA, Martin RR, Dunkle LM. Analysis of potential risk factors associated with the development of pancreatitis in phase I patients with AIDS or AIDS-related complex receiving didanosine. *The Journal of Infectious Diseases*. 1994;169:1250-1255.

Conboy K, Welage LS, Walawander CA, Duffy LC, Welliver RC, Zielesny MA, DiPiro JT, Raebel MA, Grasela Jr TH. Sepsis syndrome and associated sequelae in patients at high risk for gram-negative sepsis. *Pharmacotherapy* 1995;15(1):66-77.

Timm EG, Welage LS, Walawander CA, Sayers JFB, Karpik E, Davis TD, Grasela Jr TH. Adverse drug reaction reporting in a multi-center surveillance study. *The Annals of Pharmacotherapy*. 1995;29:240-245.

Goodwin SD, Cleary JD, Walawander CA, Taylor JW, Grasela Jr TH. Pretreatment regimens for adverse events related to infusion of amphotericin B. *Clinical Infectious Diseases*. 1995;20:755-761.

Wang ECY, Grasela Jr TH, Walawander CA. Applying epidemiology-based outcomes research to clinical decision-making. *Pharmacoeconomics*. 1999;15(4):385-393.

Ouslander JG, Maloney C, Grasela Jr TH, Rogers L, Walawander CA. Implementation of a Nursing Home Urinary Incontinence Management Program with and without Tolterodine. *Journal of the American Medical Directors Association*. 2001;2(5):207-214.

Apfelbaum JL, Walawander CA, Grasela TH, Korttila K, McLiskey C, Roizen MF, Wetchler BV, Wise P. Eliminating Intensive Postoperative Care in Same-day Surgery Patients Using Short-acting Anesthetics. *Anesthesiology* 2002;97(1):66-74.

POSTERS/PRESENTATIONS:

Apfelbaum JA, Grasela Jr TH, Walawander CA, the S.A.F.E. Study Team. Benchmarking data to modify practice reduces ambulatory surgical center expenses. *Anesthesiology*. 1997;87(3):A963.

Apfelbaum JA, Grasela Jr TH, Walawander CA, the S.A.F.E. Study Team. Bypassing the PACU - a new paradigm in ambulatory surgery. *Anesthesiology*. 1997;87(3):A32.

Bacon D, Skomra R, Walawander CA, Knight P. Contributing factors to serious adverse outcomes. *Anesthesia & Analgesia*. 1999;88:S151.

Skomra R, Bacon D, Walawander CA, Knight P. Benchmarking and risk adjustment of patient outcomes across anesthesia provider teams. *Anesthesia & Analgesia* 1999;88:S165.

Walawander, CA, Grasela Jr TH. Changing paradigms of care using outcomes research data. Drug Information Association Workshop. Seattle, Washington. April 26-27, 1999.

Grasela Jr TH, Walawander CA, Roberts JR. Managing data analyses using the PERSPECTIVE, hypertext data analysis mapping tool. Drug Information Association Workshop. Seattle, Washington. April 26-27, 1999.

Maloney C, Ouslander JG, Babington MA, Walawander CA, the UHM Program Group. Evaluation of a Urinary Health Management Program in the Nursing Home. American Society of Consultant Pharmacists Annual Meeting. St. Louis, Missouri. November 10-13, 1999.

Ouslander JG, Maloney C, Fraser M, Grasela Jr TH, Rogers L, Schnelle JF, Walawander CA. Outcomes From a Urinary Health Management Program in Five Nursing Homes. *The Consultant Pharmacist*. 2000;15:9.

Walawander CA, Grasela TH. A Strategy for Urinary Incontinence Management in the Nursing Home - A Mandated Outcome Measure. Drug Information Association Workshop. Seattle, Washington. May 11-12, 2000.

Foitt DJ, Yalamanchili S, Walawander CA, Grasela Jr TH. Transcend global and corporate boundaries during drug development. Drug Information Association Annual Meeting. Denver, Colorado. July 8-12, 2001.

Miller SW, Smith K, Sandoval RL, Mozaffari E, Walawander CA. Pharmacoeconomics and Outcomes of IV Vancomycin in the Nursing Home. American Society of Consultant Pharmacists Annual Meeting. Chicago, Illinois. November 7-10, 2001.



Charter Schools Institute

State University of New York

Request for Information from Prospective
Charter School Board Members

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name:
Home Address:
Business Name and Address:
Home telephone No.:
Work telephone No.:
E-mail address:
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. *n/a*

Certification

I, Heather A. Coz, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Heather A. Coz
Signature

9-10-15
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Heather A. Cruz
277 Ellen Drive
Cheektowaga, New York 14225
(716)632-5268

EDUCATION

Canisius College

Master of Science in Education May 1999

Concentration: Community Counseling

New York State Permanent Certification in School Counseling

State University of New York College at Buffalo

Bachelor of Arts Degree, December 1995

Major: Psychology

SUMMARY OF QUALIFICATIONS

- Possess strong communication and leadership skills. Able to work collaboratively with constituents including students, faculty, staff, and administration.
- Creative, a self starter, and invested in professional development
- **Higher Education counseling experience related to personal counseling, disabled student services, and admissions.**
- Mental health counseling /case management services to survivors of domestic violence victims as well as foster care youth ages 17-21(and their children).
- Currently serving as Department Chair, Counseling supervising approximately 15 staff members.

HIGHER EDUCATION EXPERIENCE

Erie Community College (February 2014-present)

Dean of Students

- Responsible for the enforcement of the Code of Conduct policies on South Campus.
- Provide advocacy for students who have inquiries, concerns, or complaints.
- Provide supervisory oversight to the following offices: Student Activities, Health Services, and Student Government Association.
- Provide project management for the implementation of a new early warning system that will be used with at-risk students within the institution using a pilot group of approximately 2,000 students.
- Campus liaison for the implementation of sexual assault mandates that were imposed by SUNY. This includes the coordination of student training, the development of prevention strategies, and the development of inter-campus and community resources to assist students who have been sexually assaulted.
- Developed a leadership training program that will be utilized with students who have minimal leadership experience in order to more effectively promote self-awareness, soft-skill development, and career awareness.
- Development of a first-year experience program for first-time students.

Erie Community College (June 2009- 2014)

Department Chair- Counseling

- Responsible for the daily operations of the counseling center including all academic and administrative functions within the department.
- Oversee a staff of approximately fifteen staff members which include counselors, mentors, and clerical support staff.
- Plan and coordinate departmental meetings.
- Coordinate the supplemental services of the office including in-service trainings for staff as well as workshops and special events for students.
- Work directly under the auspices of the Executive Vice President for Student Affairs.
- Supported in the development of the Student Support Services-Counseling program review and the implementation of the five year strategic plan.
- Coordinated the recruitment, screening, and selection of candidates for the counseling unit's rejuvenated counseling advisory board.
- Served as Student Services liaison for the Middle States Commission on Higher Education draft report.
- Assessed departmental needs and aided in the departmental budget.
- Provide supervision to counselors that are assigned special projects targeted at at-risk populations.
- Co-coordinated a pilot program incorporating a first-year experience to incoming first-time, first semester students.

- Supervise interns from Buffalo State College's HESA program.

Eric Community College (October 2002- 2014)

Admissions Counselor

- Counsel potential students interested in attending ECC.
- Maintain correspondence with the local high schools regarding new academic programs and initiatives available at ECC.
- Screen potential applicants to ensure they meet entry requirements to obtain admission into competitive academic programs available at the college.
- Review open enrollment applications for admission into the college.
- Actively participate in college activities such as Open House, Instant Admissions, College Information Nights, and high school consortium visits.
- Conduct group presentations to high school classes regarding the college admissions process and perform Instant Admissions activities upon request.
- Open House co-chair. Assisted in the coordination of our main recruitment event.
- Responsible for the coordination of faculty and staff participation as well as the activities featured for Open House.
- Conducted training for student volunteers participating in the Open House event.
- Provided linkages for students to services within the college when appropriate.

Eric Community College (October 2001-2002)

Counselor- Disabled Student Services

- Conducted workshops with students on a variety of topics including job-readiness.
- Provided presentations on promoting healthy relationships and dating violence to freshman college students during Introduction to Psychology classes.
- Responsible for the counseling of disabled students and assisting them in the college admissions process.
- Tutored students with the goal of improving their basic math, reading, and writing skills.
- Provided case management services that including testing, coordination of accommodations, information, and referral.
- Possessed an understanding of documentation such as school psychological examinations and 504 plans.
- Established relationships between local high school districts and the college to successfully transition students into the college environment.

Eric Community College (April 2000-October 2001)

Counselor- Career Exploration Internship Program

- Provided academic, personal, and vocational counseling to foster care youth ages 14-21.
- Facilitated life and occupational skills workshops.
- Developed and implemented a comprehensive dating violence curriculum for high school students.
- Coordinated internships for students based on interests and abilities.
- Conducted educational and vocational testing.
- Assisted students with job development and career planning.
- Assisted in the recruitment, screening, and selection of academically eligible students for the program.

PROFESSIONAL EXPERIENCE

Gateway-Longview Incorporated (June 1999- August 2003)

Case Manager- Mother/Baby Supervised Independent Living Program

- Assessed and evaluated clients' independent and parenting skills.
- Established and maintained clinical counseling sessions on a weekly basis.
- Planned and moderated bi-weekly service plan meeting for client's and their children.
- Prepared Family Court petitions and interfaced with Family Court representatives.
- Monitored client's parenting skills at home and in the community as well as executed interventions based on observations.
- Developed and maintained written records, progress notes, treatment plans, and court summaries.
- Coordinated referrals and required services for clients and their children.
- Developed a comprehensive Life Skills curriculum.
- Conducted small group activities with clients on a weekly basis.
- Assisted in the supervision of a Mother/Baby Case Aide.

Haven House- Child and Family Services (September 1995-May 1999)

Children's Counselor/Human Service Provider

- Utilized counseling techniques best suited for children in crises and the emotionally disturbed.
- Designed and implemented recreational therapy techniques to increase the cohesiveness of the family unit.
- Obtained resources to compile a Resource Center for high risk families.
- Assessed and referred hotline callers to appropriate community agencies. Conducted interviews and regular counseling sessions to evaluate lethality, housing status, and the emotional well being of children and adults.

- Conducted group sessions with both children and adults geared towards increasing the level of awareness of domestic violence, improving communication style, and anger management.

PROFESSIONAL COMMITTEES/MEMBERSHIPS

- New York State Association of College Admissions Counselors- member
- WNY Consortium of Higher Education-Professional Development Committee-Member(past)
- Erie Community College- Admissions Review Panel Committee Member (past)
- Erie Community College- Financial Aid Appeals Committee
- Erie Community College- Counselor Professional Development Committee Member.
- Erie County Coalition Against Family Violence Member
- Alternate- Faculty Council of Community Colleges(past)
- GOALS Center- Advisory Board member
- Secretary, Erie Community College's College Senate
- Student Life Committee Member
- Retention Committee Member
- Enrollment Management Member
- CITS Committee Member
- WNY College Connection/ Women's Leadership Institute Inaugural class 2011-2012
- ECC Leadership Academy 2013

Request for information from Prospective Charter School Trustee

Background:

1. Name of Charter School you intend to serve as a Trustee: Tapestry Charter School
 2. Full Name: Heather A. Cruz
Home address: 277 Ellen Drive, Cheektowaga, New York 14225
Home Telephone Number: (716)632-5268
Work Telephone Number: (716)851-1621
E-Mail address: hcruz@ecc.edu
 3. A brief educational and employment history(see attached)
17. I would handle a potential conflict of interest with a fellow board member I would first gather information about how other non-profits similar to our organization handle such conflicts. I would research peer networks that address similar problems. Ultimately, I would address the board member directly, if that fails I would bring it to the attention of the board chair.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addressed to the school's counsel or the General Counsel of the Institute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, and who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) and school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization, vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.
- The school board or corporate member elects or appoints the prospective school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members (RFI)*.
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

- The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Tapestry Charter School*
2. Full name: *Denise Nichole Morris*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, *Employer*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would confront the trustee and allow them the opportunity to address the matter with the rest of the board members (however they see fit). If the trustee does not address the issue, I would let the chair know my concerns without being accusatory.*
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Denise Morris, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.

Denise Morris
Signature

July 10, 2015
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
 FILING FOR SCHOOL YEAR: _____
 DATE RECEIVED: _____

1. Name of charter school: Tapestry Charter School
2. Trustee's name (print): Denise Morris
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Trustee
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
N	O	N	E	

Please write "None" if applicable. Do not leave this space blank.

Dersi Morris
Signature

July 10, 2015
Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *TAPSTEY CHARTER*
2. Full name: *CONSTANCE SMITH*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *PLEASE SEE ATTACHED*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, COURTNEY STOLT, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TAPESCANY Charter School is true and correct in every respect.


Signature

5/18/15
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addressed to the school's counsel or the General Counsel of the Institute.

Seating New Trustees: General Procedures

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- | | |
|---------------------------|--|
| <input type="checkbox"/> | When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, and who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) and school by-laws requirements. |
| <input type="checkbox"/> | The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. |
| <input type="checkbox"/> | The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: <ol style="list-style-type: none"> 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: <ol style="list-style-type: none"> a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: <ol style="list-style-type: none"> a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustee's term. |
| <input type="checkbox"/> | The school board or corporate member elects or appoints the prospective school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. |
| <input type="checkbox"/> | Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). |
| <input type="checkbox"/> | After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute. |
| Institute Actions: | The Institute will approve or reject such proposed trustee in writing within 45 days of submission of all of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees. |
| <input type="checkbox"/> | The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute. |

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Patrick Lewis*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, *see attached*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, *see attached*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

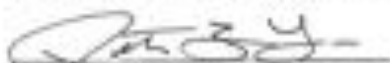
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would call it out in a board meeting and state my reasons*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Patrick Lewis, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Tapestry Charter School is true and correct in every respect.


Signature

7/1/2015
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@sury.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: Tapestry
2. Trustee's name (print): Patrick Lewis
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): TSA
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">NONE</p>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write NONE if applicable. Do not leave this space blank.</i></p>				



 Signature

7/1/2015


 Date

Charter School Institute RFI Addendum

Conflicts

8) One of the trustees was the Headmaster at Nichols School while I was a student there, graduating in 2000.

9) I am acquaintances with three employees at Tapestry. Two of them I knew in high school and played on sports teams with. Another teacher at the school is the father of a boy I used to coach in soccer.



Patrick Lewis

Patrick Z. Lewis

[Redacted] Buffalo, NY [Redacted]

Professional Experience

[Redacted]

[Redacted]

Education

2000-2004

Gettysburg College

Gettysburg, PA

Bachelor of Arts in English

Skills

- Completed MEC's comprehensive media school training
- Media Planning/Buying Tools: Scarborough Market Research; Kantar Competitive Spend Reporting; Sizmek/Media Mind; Smartplan; Advantage; Donovan Data Systems; SQL/D Reporting
- Market Motive OMCA certified for online marketing professionals
- MS Word, MS Excel, MS Power Point
- Laredo Certified Intelligent Planning and Buying of Interactive Media

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. TAPESTRY CHARTER SCHOOL
2. Full name: BOBBIE V. NELSON
 Home Address: [REDACTED]
 Business Name and Address: [REDACTED]
 Home telephone No.: [REDACTED]
 Work telephone No.: N/A
 E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I/we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contract with a management company or charter management organization.
 I/we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I/we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I/we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Confront the involved trustee and explain that he/she should disclose such information and then bring my concerns to the head of the board, and or next in charge.*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, BENJIE V. M. NELSON certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the TATESTEY Charter School is true and correct in every respect.

Bennie V.M. Nelson
Signature

9/29/14
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suay.edu

BONNIE V. M. NELSON

[REDACTED] Buffalo, New York [REDACTED]
[REDACTED]

OBJECTIVE

To utilize my skills and experience in supervision, communication, collaboration, organization, project planning and implementation, for special projects in education, business and throughout the community.

PROFESSIONAL EXPERIENCE

EDUCATION

School Administration and Supervision – SAS Certification | May, 2000 | Canisius College, Buffalo, New York

Master of Science | May, 1993 | SUNY College at Buffalo, New York
Major: Distributive and Elementary Education

Bachelor of Science | May, 1980 | Canisius College, Buffalo, New York
Major: Business Management



Entry 9 BOT Table







Last updated: 07/27/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	C. Teo Balbach	[REDACTED]	Trustee/Member	Executive Audit/Finance	Yes	Finance	Joined: 2007 # of years: 9 Current Term Expires: 2016	
2	Joshua Feinstein	[REDACTED]	Secretary	Executive Governance	Yes	Legal	Joined: 2013 # of years: 3 Current Term Expires: 2016	
	Bobbie	[REDACTED]	Trustee	Facilities Strate		Medici	Joined: 2003 # of years: 13	

3	Dukar m, MD	[REDACTED]	e/Mem ber	gic Planni ng	Yes	ne	Curren t Term Expire s: 2019
4	Thoma s Rammi ng, Ed.D	[REDACTED]	Chair/ Board Preside nt	Execut ive Audit/F inance Faciliti es Human Resour ces	Yes	Educat ion	Joined: 2012 # of years: 4 Curren t Term Expire s: 2018
5	Timoth y Sander s	[REDACTED]	Truste e/Mem ber	Faciliti es	Yes	Faciliti es	Joined: 2013 # of years: 3 Curren t Term Expire s: 2016
6	Nancy Wallac e	[REDACTED]	Truste e/Mem ber	Execut ive Govern ance Human Resour ces Special Assign ment	Yes	Educat ion	Joined: 2004 # of years: 12 Curren t Term Expire s: 2016
7	Denise Morris, Ph.D	[REDACTED]	Truste e/Mem ber	Execut ive Develo pment Special Assign ment	Yes	Scienc e	Joined: 2015 1st year Curren t Term Expire s: 2018
	Heathe	[REDACTED]	Truste	Develo pment			Joined: 2015 1st year

8	r A. Cruz, MSEd		e/Member	Special Assignment	Yes	Education	Current Term Expires: 2018	
9	Luann Firestone		Trustee/Member		Yes	Education/Religion	Joined: October, 2016	
10	Patrick Lewis		Trustee/Member	Development Strategic Planning	Yes	Communication	Joined: 2015 1st year Current Term Expires: 2018	
11	Courtney Stott		Trustee/Member	Audit/Finance	Yes	Finance	Joined: 2015 1st year Current Term Expires: 2018	
12	Gregory Gallson		Trustee/Member	Audit/Finance Facilities	Yes	Finance/Accounting	Joined: 2015 1st Year Expires: 2018	
13	Bonnie V. M. Nelson		Trustee/Member		Yes	Education	Joined: October, 2016	
14								
15								
16								
17								
18								

19									
20									

2. Total Number of Members on June 30, 2016 11

3. Total Number of Members Joining the Board 2016-17 School Year 2

4. Total Number of Members Departing the Board during the 2016-17 School Year 0

5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes 13

6. Number of Board Meetings Conducted in the 2016-17 School Year 10

7. Number of Board Meetings Scheduled for the [2017-18](#) School Year 10

Thank you.



Entry 11 Enrollment and Retention of Special Populations

Created: 07/27/2017 • Last updated: 07/31/2017

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2016 2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017 2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016 17)	Describe Plans Toward Meeting Recruitment Targets 2017 18)
Economically Disadvantaged	Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 61% free and reduced lunch population. Tapestry has continued recruitment efforts taking into account the diversity of the population of the City of Buffalo.	Tapestry's commitment to social justice and working within the community as an expeditionary learning school, and our positive reputation leads to increasing referrals throughout the year. Tapestry will continue recruitment efforts taking into account the diversity of the population of the City of Buffalo.
English Language Learners	Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 1% ELL population.	While doing community service learning , community outreach, and expedition work, Tapestry has developed close relationships with a few agencies serving refugees (e.g., Journey's End, Nativity Miguel, Vive la Casa) and our positive reputation leads to increasing referrals throughout the year.
Students with Disabilities	Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 14% student population with an IEP.	<p>Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 14% student population with an IEP. Tapestry employs 8 special education teachers, 3 school counselors, 1.5 speech pathologists, and 5 literacy specialists to meet the needs of our students. Our partnership with Americorps ABLE adds additional new teaching assistants who primarily work supporting literacy and math instruction.</p> <p>The success rate of our students with IEP's that graduate from our High School and go on to college is reflective of the care we take with each individual student. We have a reputation in the community of serving students with unique learning styles well.</p>

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016 17)	Describe Plans Toward Meeting Retention Targets 2017 18)
Economically Disadvantaged	Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 61% free and reduced lunch population. Tapestry has continued recruitment efforts taking into account the diversity of the population of the City of Buffalo.	Tapestry's commitment to social justice and working within the community as an expeditionary learning school, and our positive reputation leads to increasing referrals throughout the year. Tapestry will continue recruitment efforts taking into account the diversity of the population of the City of Buffalo.
English Language Learners	Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 1% ELL population.	While doing community service learning , community outreach, and expedition work, Tapestry has developed close relationships with a few agencies serving refugees (e.g., Journey's End, Nativity Miguel, Vive la Casa) and our positive reputation leads to increasing referrals throughout the year.
Students with Disabilities	Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 14% student population with an IEP.	<p>Tapestry's student body is a diverse representation of the City of Buffalo. In 2016 17 our K 12 student body had a 14% student population with an IEP. Tapestry will continue recruitment efforts taking into account the diversity of the population of the City of Buffalo. Tapestry employs 8 special education teachers, 3 school counselors, 1.5 speech pathologists, and 5 literacy specialists to meet the needs of our students. Our partnership with Americorps ABLE adds additional new teaching assistants who primarily work supporting literacy and math instruction.</p> <p>The success rate of our students with IEP's that graduate from our High School and go on to college is reflective of the care we take with each individual student. We have a reputation in the community of serving students with unique learning styles well.</p>



Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/27/2017 • Last updated: 07/31/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 6/30/17	FTE of Classroom Teachers on June 30, 2017
	76	10	17	1	84

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 6/30/17	FTE Administrators Added in New Positions 7/1/16 6/30/17	FTE Administrative Positions on June 30, 2017
	12	5	3	1	11

Thank you

Tapestry Charter School | 2017-2018 CALENDAR

AUGUST '17						
S	M	T	W	Th	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		

28->31 Professional Development/No classes for students

5,6 SLC for K-> 12th Grade
 7 Professional Development-No School
 19-23 February Break

FEBRUARY '18						
S	M	T	W	Th	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			
						15

SEPTEMBER '17						
S	M	T	W	Th	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
						19

4 Labor Day-No School
 5 1st Day for K-5, 6-8 buildings and HS only 9th Grade
 6 1st Day for 10th, 11th & 12th Grades

9 End of 2nd Trimester (K-5th)
 28,29 High School Intensives
 29 End of 3rd Quarter
 30 Spring Break Begins

MARCH '18						
S	M	T	W	Th	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
						20

OCTOBER '17						
S	M	T	W	Th	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				21

9 Indigenous People Day- No School
 18 PSAT testing – Grades 9th & 12th do not attend

2->6 Spring Break
 11,12,13 3rd-8th ELA Testing
 20 ½ day of classes K-12

APRIL '18						
S	M	T	W	Th	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					
						16

NOVEMBER '17						
S	M	T	W	Th	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	
						18

9 End of 1st Quarter
 10 Veterans Day Observed – No School
 12 End of Trimester 1 (K-5th)
 20, 21 SLC For K->12th Grade
 22 Professional Development-No School
 23,24 Thanksgiving Break – No school

1,2,3 3rd-8th Math Testing
 4 10th Grade Passage Portfolios – no High School classes
 11 ½ day of classes K-12
 25 Professional Development-No School
 28 Memorial Day – No School

MAY '18						
S	M	T	W	Th	F	S
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		
						21

DECEMBER '17						
S	M	T	W	Th	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						15

25 Winter Break Begins

12->20 HS Regents Exams
 19 8th Grade Passage
 19 End of 4th Quarter (6th-12th)
 20 High School Graduation
 21 End of Trimester 3
 22 Last Day of School – ½ day for K-8 students, Moving up day for 9-11 students

JUNE '18						
S	M	T	W	Th	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
						16

JANUARY '18						
S	M	T	W	Th	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			
						20

15 M.L. King Day- No School
 22 Professional Development-No School
 23->26 HS Regents Exams
 26 End of 2nd Quarter

CALENDAR KEY	
	NO SCHOOL K-12
	Professional Development for Staff – No classes for students
	Testing Day – check scheduling
	Intensives
	Student Led Conferences
	Special Scheduling
	Grade Reporting Days



Total Student Days: 182
 Professional Development: 9