

Cover Sheet

Title: Full Application submitted in response to the *2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents* for **New Dawn Charter High School**

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District or CSD in which the school will be located: **New York City CSD 15**

Total projected grade levels to be served by the end of five years: **Grades 9, 10, 11, 12**

Total projected grade levels to be served when school is full developed: **Grades 9, 10, 11, 12**

Total projected maximum enrollment by the end of five years: **500**

Total projected maximum enrollment when fully developed: **500**

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2011 NYSED Charter School Application Statement of Assurances

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

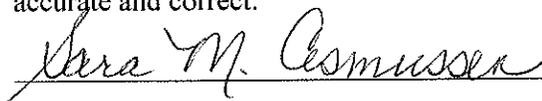
- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the **New Dawn Charter High School** is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval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

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

- In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the **New Dawn Charter High School**, we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

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

- I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed **New Dawn Charter High School** is accurate and correct.



Signature of Lead Applicant

March 28, 2011 Date

**New Dawn Charter High School
Phase III: Full Application**

We would like to thank the committee and address the concerns raised during the review of the Prospectus. Many issues will be addressed in the body of the application; however, we would like to address the issues raised around John V. Lindsay Wildcat Academy Charter School (Wildcat) separately.

As a point of clarification, New Dawn will NOT be an expansion, nor will it be an exact replication of Wildcat. As stated in the Prospectus: “(w)hile the educational program at New Dawn will be based on the Wildcat program—and our experience at Wildcat will contribute heavily to our new model—New Dawn will be a separate 501(c)3 with an independent Board of Trustees and not an expansion of Wildcat.”¹ Both proposed New Dawn employees will resign from Wildcat. Mr. Tabano will remain in his position at Wildcat but will serve as the Chair of the Board for New Dawn. Please see the letter on page 39.

One concern centered on the enrollment process at New Dawn and whether it would mirror Wildcat enrollment. Wildcat is not a traditional charter school and submitted enrollment data directly to the NYSED for review for over a year with no lottery violations. At the core of the issue is that if Wildcat only enrolled students who manage to submit a lottery application by the April 1 deadline, the school census would always be, at best, 50-60%. While we are very proud of both students and school, Wildcat is sought out only after a failure at another school, and is therefore not parents’ first choice. Students are at Wildcat because they have failed at traditional schools, been in jail, are or have been pregnant, have been bullied, are gang members, have mental illnesses, are in foster care or are homeless, have parents in prison, have no parents, have substance abuse problems, or have learning disabilities that traditional schools have not been able to address—problems contributing to Wildcat’s extremely low peer index (1.88) which is the 23rd most at-risk students population of the 424 high schools in NYC. It is not until the July-August period that parents, guardians, and staff at jail diversion programs, foster homes, and shelters, and many times students themselves, realize that there is no place for this student to go in September. This is when students apply for enrollment and the same is expected at New Dawn. We will work with the State to ensure that New Dawn meets all legal requirements and follows the lottery and enrollment process currently being developed by NYSED. We understand that even if students do not apply for enrollment until July/August that aggressive recruitment is necessary throughout the entire year.

Another concern was the number of special education students. One special education teacher for the 36 expected special education students (24% of the student population) is enough to legally meet all requirements. While we agree more support is better, there are budgetary considerations. If CSP funds are awarded, money will be shifted to CSP funds from the per pupil budget for items such as furniture and equipment, and the Special Education Coordinator will be hired in Year 1 using per pupil funds.

The next concern of the committee, and for the Planning Team, is the prospect of New Dawn attaining the same results as Wildcat. While we believe that NCLB will be modified, for the time being we are requesting a waiver to assess graduation rates for New Dawn according to a 6-year 9th grade cohort rather than a 4-year 9th grade cohort. Wildcat status is based on the 4-year cohort, but when the average student at enrollment is over 17 years of age, with 4 credits² because the student’s prior school(s) have failed him/her, it is impossible for Wildcat to achieve AYP under NCLB. The clock on AYP starts the minute the student enrolls in 9th grade. By the time the student is 17, (s)he should be in the third year of high school on track for graduation by year 4. However, if this student enrolls in a transfer school as a first year high school student, there is no way this student can graduate in the next year with his/her 9th grade cohort. Thus Wildcat’s identification under NCLB as a “persistently lowest performing school” yet

¹ New Dawn Charter High School Prospectus submitted on January 31, 2011 to NYSED.

² 44 credits are need in NYC to graduate.

resulted in an “A” on the NYC Progress Report. New Dawn will face the same struggle; however, this group of students still deserves, and is entitled to, an education whether or not they can pass all Regents exams and graduate within four years. This is also the reason the majority of transfer schools in NYC (29 of the 44 schools) have age (over 16) and credit (more than 16) enrollment requirements. Enrolling over-aged, significantly under-credited students reflects poorly on a school’s ability to make AYP.

This AYP problem is also evident in the data on Transfer Schools in NYC. Of the 16 similar schools for Wildcat, as defined in the NYC DOE’s Progress Report³, two were too new to have any status. Of the remaining 14 schools, four (29%) were in some status other than “good standing,” and 10 (71%) were “In Good Standing.” Drilling down into the data showed that according to NYSED, of the 10 schools, only one made AYP in all three areas (ELA, math, graduation), while three made safe harbor in all areas. Of the remaining six schools, one made AYP in no area while the remaining five made AYP in one or two areas only. The final results are that only 29% actually made AYP or safe harbor in all areas. Reviewing the 14 schools serving students with fewer than 11 credits, produced the same trend with 5 of the 14 (36%) under some status other than “good standing.” Of the nine schools “In Good Standing,” only four (29%) made AYP in all areas with the remaining five falling short.⁴ Clearly making NCLB AYP is a problem shared by transfer schools in general, not just Wildcat. Results showing that only 29% of the schools in both these two groups actually making AYP in all three categories indicate that transfer schools are over-represented in the NCLB categories, most likely due to being assessed on the 4-year 9th grade cohort. This is the reason we are requesting a waiver to be assessed by the authorizer (not for NCLB purposes but for chartering purposes only) on the 6-year 9th grade cohort.

Because New Dawn is not going to be an exact replica of Wildcat, Wildcat’s graduation and college enrollment rates are not relevant. However, according to the latest Wildcat Annual report and NYC Progress Report, the 6-year graduation rate was 13% for students who entered the school with fewer than 11 credits; 43% for students who entered the school with 11-22 credits; and 67% for students with greater than 22 credits. The college enrollment rate for 2009-10 was 59%. We identified in the prospectus several areas of concern with the Wildcat program which New Dawn will build upon—such as the group of student with fewer than 11 credits—and as a result New Dawn has a different program.

The curriculum was a concern for the review committee as well. The Wildcat curriculum under-went an external curriculum review conducted by Giselle Martin-Kniep of Learner Centered Initiatives (LCI).⁵ Dr. Martin-Kniep is a widely respected educational consultant, an author of a number of books, and has worked with NYSED and several BOCES, as well as hundreds of schools and districts around the world, reviewing curriculum and instruction. Dr. Martin-Kniep and her team found that the Wildcat curriculum is sound; therefore, we will be using the existing curriculum, which has the added benefit of teachers being able to immediately begin their lesson planning upon being hired without having to worry about developing the curriculum. New Dawn has developed significant supports for teachers in the area of instruction which is where we believe student learning will be impacted.

There are other significant programmatic differences between Wildcat and New Dawn as well, not impacting Wildcat, but that have been designed with the new community, new students, and new teachers in mind: 1) professional development will be regularly embedded in the classroom; 2) there will be common planning and professional development time every day; 3) implementation of a teacher growth plan based on the Danielson Teacher Evaluation that not only addresses instruction but allows for the differentiation of teacher development; 4) implementation of the Workshop Model of instruction; 5) development of an intensive intervention for students with fewer than 11 credits; 6) advisories for all

³ Found at <http://schools.nyc.gov/SchoolPortals/02/M707/AboutUs/Statistics/default.htm>

⁴ Calculated from data found at <http://schools.nyc.gov/Accountability/tools/report/default.htm>

⁵ For more information, please see <http://www.lcilt.org/home>

students; and 7) a college program. There are environmental differences as well. Most notably, Wildcat is a UFT conversion charter school that has been in operation for almost 20 years having adopted the school improvement model only within the last three years. New Dawn will be a new start-up with the school improvement model in place from day one.

I. EDUCATION PLAN

New Dawn Charter High School (New Dawn) will be a NYC Transfer School, reaching out to students who have either dropped out or are in-school truants—those who will most likely not graduate with their four-year 9th grade peers. New Dawn will enroll students who are over-aged and under-credited in grades 9 through 12, and includes an intensive program for those students who are the most at-risk and difficult to engage in their education: the student who is over 15 years old and has fewer than 11 credits⁶. Students will graduate with a NYSED diploma, meeting all graduation requirements.

Mission Statement: New Dawn Charter High School will provide over-aged and under-credited students 15 - 21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) Interventions for those with fewer than 11 credits, and for those with 11 or more credits; 2) Internships in the community and 3) College enrollment.

New Dawn will be steeped in the history and experience of John V. Lindsay Wildcat Academy (Wildcat); however, it will be a separate, independent 501(c)3 with its own Board of Trustees. Wildcat will support New Dawn by providing all the procedural materials (database structure, manuals, fiscal controls, compliance procedures, etc.) as well as educational materials (curriculum, Internship Program, Tracking programs) needed for the School to maintain viability (please see letter page 42). As a transfer school that recruits high school students who have either dropped out of school or are in-school truants, New Dawn will be no student's first high school and recruitment from the 8th grade will not occur. We expect to have a very large proportion of students with disabilities (24%) and a smaller proportion to be English Language Learners (15%). At least 85% of the students will be eligible for free/reduced lunch.

School Improvement Engine (SIE). New Dawn is designed on the School Improvement Engine, developed with 10 NYC charter schools in the Projects for Innovation in Compensation for Charter Schools (PICCS),⁷ a U.S. Dept. of Education program funded through the Teacher Incentive Fund (TIF).⁸ The desired outcome of SIE is to establish a Sustainable Data Culture which is characterized by facilitative leadership, collaborative inquiry, and self-initiated learning and impacts two domains, the Data Culture and the Sustainable Culture. The Data Culture is the effective use of data driven instruction resulting in students attaining or exceeding proficiency while the Sustainable Culture is the best governance and operational practices resulting in fiscal and compliance well-being. The core components of the SIE are diagnosis, prescription, monitoring, and remedying.⁹ The best practices used include: 1) data driven decision making, 2) professional learning communities, 3) teacher growth and professional development, 4) teacher and administrator evaluations, and 5) compensation based on student outcomes.¹⁰

Data Culture. The components of the SIE Data Culture are research-based strategies that lead to student growth and proficiency. Diagnostic assessments are administered to students upon enrollment. The

⁶ Note: In NYC a student is required to take 44 credits to graduate.

⁷ Program information can be found at: <http://www.piccs.org/>

⁸ Program information can be found at: <http://www2.ed.gov/programs/teacherincentive/2007-awards.html>

⁹ Pritchard, A. (2011). *The network of independent charter schools: the sustainable school improvement model*, unpublished paper.

¹⁰ Downloaded from <http://www.piccs.org/> on February 20, 2011.

prescription is the use of Balanced Instruction integrated into the Workshop Model to ensure effective differentiation among students. Throughout the year, student and staff performance is monitored by the use of in-class and benchmark assessments. Based on the outcomes of the assessments, remedies are implemented; such as modifications to instruction, reorganization of curriculum, tutoring, etc. After remedies are implemented, the SIE cycle begins again: diagnose, prescribe, monitor, remedy.

Sustainable Culture. The components of the Sustainable Culture are similar to the Data Culture yet apply to the viability of the organizational structures. The diagnostic component consists of identifying those areas of greatest concern: fiscal, compliance, support services. Prescription is the use of best practices in these areas to ensure success. Monitoring is done by implementing rigorous methods of tracking and strong Board oversight. During the course of monitoring if the school falls short of any benchmarks, the Board and staff can implement immediate remedies and the SIE cycle begins again.

Integration of the Sustainable Data Culture. To fully integrate the SIE Sustainable Data Culture, a cadre of tools and strategies are being used. A data warehouse will be integrated allowing staff to drill down to the individual teacher and student levels and includes data on the curriculum, lessons, NYS Learning and Common Core Standards, assessments, and student goals (diagnosing and monitoring). The Professional Learning Communities (PLC) protocol will provide structure for discussions around identified areas of concern (prescription). From the prescription arises the remedies which might include embedded professional development, providing support to teachers struggling with classroom issues such as instruction or management, coupled with a rigorous teacher evaluation and growth plan. Ensuring organizational viability will entail the integration of established systems, both electronic and policies and procedures in support services, compliance, and fiscal.

A. Curriculum and Instruction

Curriculum: Due to the tremendous difficulties over-aged students with fewer than 11 credits have (discussed in detail in the Prospectus), the New Dawn curriculum will consist of two parts: educational and social-emotional. The educational curriculum includes all core subjects while the social-emotional curriculum will be developed as advisories and be integrated into the educational curriculum relying heavily on the Career Development and Occupational Studies and Family and Consumer Sciences areas.

Educational Curriculum. New Dawn will have access to Wildcat's completed and audited educational curriculum crosswalks for grades 9 through 12. Curriculum is aligned to the NYSED Learning Standards and in both ELA and math will be aligned to the Common Core. Teachers at New Dawn, working together, will create "diary maps" (lesson plans) using the PICCS Warehouse which includes a variety of components including all demographic information, CurriculumCONNECTOR, AssessmentBUILDER, PerformanceTRACKER, StudentILP, and BubbleREADER. Using the SIE, teachers can diagnose the issues, prescribe best practices to impact these issues, monitor the progress and effectiveness of interventions, and finally introduce remedies or mid-course corrections when benchmarks are not met.

Instruction is predicated on the alignment of daily lessons to the core curriculum and the NYSED Learning and Common Core Standards. Using CurriculumCONNECTOR, teachers can tailor instruction to best address the needs of students. AssessmentBUILDER allows staff and administration to carefully plot assessments based on core and diary maps in CurriculumCONNECTOR. These assessments enable teachers to grab snapshots of student performance, thus developing proper instructional practices. In addition to the staff drilling down on proficiency, administration can take it further by drilling down to trends according to specific cohort groups based on attendance, race, lunch status, gender, among other pertinent variables. Teachers and administrators will develop common assessments across subject areas. After administering these assessments, BubbleREADER immediately stores the student responses, allowing staff to use PerformanceTRACKER and align all results back to the school's curriculum as well as NYSED Common Core and Learning Standards. Not only does this system allow for school personnel

to track the pathways of instruction to curriculum, but the academic performance of students will be tracked over time. The budget reflects the purchase of the technology, professional development for the staff, and sufficient time in the daily and yearly schedules to accomplish all this work. Overall, this system and data derived from it will help to identify potential weaknesses in the curriculum and instruction where interventions can be developed before they become serious deficiencies.

Social-Emotional Curriculum (Advisories). The curriculum for the Advisories will be developed during the 2011-2012 start-up period. The CUNY College Now has a full curriculum which will be integrated into one of the advisory periods. Additional advisories will be based on best practices and consist of smaller groups of students being linked to a staff who act as their advisor throughout the year.¹¹ The advisory experience at New Dawn is designed to get to the root of each individual student's individual struggles and will be designed with each year providing a different level of counseling and opportunity for academic and socio-emotional growth. Advisories will differ based on the number of credits.

Intensive Grade 9 Intervention: NYC data on transfer schools has shown that the group of students who struggles most are those students who are over-aged and under-credited with fewer than 11 credits. To meet the educational and social/emotional needs of these students, an intensive Grade 9 Intervention will be developed and include the following: 1) expectation that students will attend classes in ELA, math, science, social studies for four periods prior to lunch; 2) a series of advisories which lead students through the process of self-acceptance and responsibility to community; 3) active participation in Art and Gym/Health in AD3; 4) completing the StudentILP, and 5) at least one semester in a pre-college preparation program offered through CUNY.

Students will meet in advisories for three periods following lunch, focusing on developing sense of self, sense of community, good decisions around health, and participation in the arts. In the first Advisory (AD1), students will work with their advisors and counselors to develop their Individual Learning Plan (ILP). The ILP will serve as the spring board for each student towards self efficacy. Lutheran Hospital will provide a School Health program where students will be able to obtain medical and psychological services. Tutoring will be available for those in need of remediation or additional support with homework.

During the second Advisory (AD2), students will work in small groups on a project in the community. This is the group most susceptible to gang affiliation and feelings of alienation;¹² therefore, by involving them in their community in a positive way, feelings of inclusion will be facilitated rather than the isolation so many of the students in this group experience. During one semester this group will participate in the BMCC's pre-college program in anticipation of attending college. In the final Advisory (AD3), students will participate in Gym and the Arts. These classes are being done as advisories to facilitate connections among students as well as a sense of community and support. Once a student successfully completes the Intensive Grade 9 Intervention, they will move into the general program.

General Educational Program: In the General Ed Program, students will participate in six classes and one Advisory during the day and in the Internship Program working in the community. Internships are the cornerstone of the Wildcat program and have been used as the lure for students to return to school. Internships are aligned with the academic curriculum and StudentILP, exposing students to the soft skills necessary to succeed in the world of work (i.e., timeliness, dress, social behavior, work norms). Internships not only provide the carrot to return to school, but anecdotal data from alumni from Wildcat have reported that they developed a skill set that made their transition to adulthood much easier.

After involvement in the Internship Program, students will be encouraged to attend the College Now

¹¹ Littky, Dennis. Interactions: "Time Goes By, Everything Stays the Same". September 1, 2010

¹² Levine, Elliot. *The Rigors and Rewards of Internships*. Educational Leadership September 2010; pp 44-48

program through CUNY. Students will be expected to have completed the pre-college course work prior to attending college. This is a long-standing program between the NYC DOE and CUNY allowing students to attend a CUNY campus, gain credits for both college and high school. The following section details the descriptions of the core subject areas for all grades.

Literacy: Cross curricular-content literacy, which includes both reading in the content areas (RICA) as well as writing in the content area (WICA), is the cornerstone of New Dawn curriculum. Following the lead of the Common Core Standards (*New York State P-12 Common Core Learning Standards for English Language Arts & Literacy*) each teacher, regardless of subject area, is responsible for ensuring students can read and write within each subject area while developing a strong content knowledge base. As students progress, an increasing emphasis will be placed on reading informational texts throughout the curriculum (*Reading Framework for the 2009 National Assessment of Educational Progress*). New Dawn's research-based literacy program, based on balanced instruction and the workshop model will provide students with direct, explicit instruction; effective instructional principals embedded in content; motivation and opportunities for self-directed learning; text-based collaborative learning; strategic tutoring; diverse texts; intensive writing; technology and ongoing formative assessments.¹³

English Language Arts: In order to meet NYS requirements, the ELA curriculum follows the current NYS Standards and the Common Core Standards by offering students the opportunity to learn and internalize the reading, writing, speaking, language, and listening skills and understandings necessary for the Assessment of Career and College Readiness (ACCR). The curriculum is rich in fiction and nonfiction literature which exhibit complexity, quality and range appropriate for high school students. As noted above, responsibility for developing literacy across the curriculum falls on every teacher, and these efforts will complement and be supported by the ELA department and its wide-ranging curriculum. For remediation, *Reading Apprenticeship*® will be used. *Reading Apprenticeship*® helps older students develop skills and knowledge to improve their engagement, fluency, and comprehension of content-area materials and texts. The intervention comes with a range of professional development activities. *Reading Apprenticeship*® calls for the teacher to assume the role of expert reader during which time the teacher models and guides students' in order to build comprehension strategies. By incorporating student/teacher discussions about the process of reading into content-area classes, reading processes and knowledge about the process is visible to others in the classroom. This helps students understand and regulate their own reading processes and improve their comprehension of texts from core academic disciplines.¹⁴ As discussed in the Prospectus, there is plenty of data to show that teachers who infuse these techniques into their classes are able to cover (and their students are able to learn) more content more successfully.^{15, 16}

Students are given a battery of assessments upon enrollment to ascertain proficiency levels. Upon successful completion of at least 2.5 units (five semester credits) of ELA courses aligned to NYS Performance Indicators and the Common Core Standards, students can progress to the next grade level of ELA courses which are geared for ACCR. Students fulfill their exit requirements for ELA upon completion of 8 semester credits of ELA and successful completion of NYS mandated assessments.

Mathematics: Upon enrollment, students will be given an assessment to ascertain proficiency level. New Dawn's mathematics curriculum will provide students with a technology infused, inquiry-based,

¹³ Carnegie Corporation (2004). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*; Carnegie Corporation, New York, NY.

¹⁴ Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008). *The Enhanced Reading Opportunities Study: Early impact and implementation findings* (NCEE report no. 2008-4015). Washington, DC: Institute of Education Sciences, National Center for Education Evaluation & Regional Assistance.

¹⁵ Taken from <http://www.principals.org/Content.aspx?topic=53684> on August 15, 2010.

¹⁶ McGrath, A. "A new read on teen literacy" *U.S. News & World Report* 138.7 (February 28, 2005): 68.

comprehensive approach to learning by incorporating basic and advanced skills and math applications, and by developing students literacy in the language of math. The math curriculum will consist of an Algebra I, Geometry, and Algebra 2 pathway based on the Common Core Standards.¹⁷ In an effort to effectively close the math proficiency gap, students will understand that they are being held to high expectations. Drawing on the workshop model, teachers will employ varied instructional practices which are constructed to build the reasoning process. Learning is enhanced by connecting math to the real world through technology, modeling processes, and communication of mathematical ideas through reading, speaking and other forms of communication, such as computer-based media. Using data from the Warehouse and each student's ILP, tutoring and other interventions will be integrated.

Because New Dawn's curriculum is tied closely with the Common Core Standards, our students will be fully prepared to meet the challenges of the coming Common Core Assessments. Upon the completion of 6 math credits and a minimum of 1 Regents exam, or all required Common Core Assessments, students will have fulfilled their NYS mandated exit requirements for mathematics.

Science: New Dawn's science curriculum will meet NYS requirements by drawing on the workshop model and employing an array of hands on and virtual lab work to engage in an inquiry based approach. This inquiry based approach will address issues in student motivation, ability to raise complex and insightful questions, and ability to apply learning to new and unfamiliar situations. Literacy instruction will integrate into science inquiry based by an understanding of how people learn and use oral and written language while learning and doing science using high-quality print materials, modeling effective ways to use them, and providing time to integrate reading and writing into day-to-day teaching.¹⁸

The Science curriculum will include courses in Living Environment, Earth Science, and Chemistry. Much of the work in these courses will center on project-based learning activities. Students will progress by completing course work and labs. After completing a minimum of 6 science credits, and passing a minimum of 1 science Regents exam, students will have completed their mandated NYS requirements.

Technology: Technology will be infused throughout all aspects of New Dawn's culture and be integrated into classroom and advisories. Specific classes will concentrate on developing 21st Century communication skills by writing for the web, creating videos, preparing presentations for all subject areas, producing podcasts, and taking part in online discussions.

Social Studies: The social studies curriculum will meet all credit requirements for Global Studies, US History and Government, Civics and Economics, focusing on learning content while improving reading and writing skills. Research projects requiring the acquisition and use of 21st Century skills will be required. When appropriate, project based learning activities will be implemented. In addition to focusing on content required by NYS, the social studies department will work closely with students to develop civic and community minded projects, embedded in Advisories, which enable students to take part in authentic community experiences, creating community and civic-minded, college ready young adults.

Health and Physical Education: Health and physical education will be a significant focus of New Dawn and will encourage students to be physically active and make positive, healthy life choices. In alignment with the NYS Learning Standards, the school's health instruction will focus on physical education, access to neighborhood recreational and athletic teams; opportunities to participate in health-related leadership

¹⁷ See Appendix A: *Designing high school mathematics courses based on the common core standards* taken from *On course for success* at www.act.org downloaded on March 10, 2011.

¹⁸ Birr Moje, E., Sutherland, L.M., Cleveland, M.H., & Heitzman, M. (2010). *Integrating literacy instruction into secondary school science inquiry: The challenges of disciplinary literacy teaching and professional development*, unpublished paper.

and advocacy activities; injury prevention; mental and emotional health; nutrition and physical activity; substance abuse including tobacco, alcohol and other drugs; family health and sexuality; and personal and consumer health. Supporting this, a full-time, NYSED certified physical education teacher is hired in yr 1.

Career Development and Occupational Studies (CDOS): CDOS will create awareness and provide opportunities for exposure to careers in the health, math, science and technology industries, particularly relevant in the new revitalized industrial area of Sunset Park, exploring access and pathways to these targeted careers through internships and participation in the College Now program. To facilitate the integration of CDOS into daily action, Individual Learning Plans (ILP) will include career goals through school, to college and beyond to career and will be part of the Advisories and the Internship Program.

Family and Consumer Sciences (FACS): FACS will be integrated into the advisories along with CDOS¹⁹ and will align with the NYSED Home and Career Skill and the Human and Public Services cluster for high school, which will include the pathways of Human Services & Family Studies and Food & Nutrition.

The Arts: The New Dawn arts curriculum is aligned with the NYS Learning Standards for the arts. Students will learn to appreciate the visual and performing arts and draw connections between the art world, humanities and the sciences.

Spanish: The Spanish curriculum will focus on reading, writing, and speaking. The curriculum will align with the NYS Learning Standards for Foreign Languages. Spanish will be taught using a full immersion model of language learning. Students will be expected to participate in class in Spanish.

Instruction. Students at New Dawn have not been successful at prior schools; therefore, a variety of instructional strategies will be employed. Differentiation of instruction, classroom management, and a rich and rigorous content are the most important aspects of any instruction at New Dawn and can be managed through the use of the Balanced Instruction through the Workshop Model.

Balanced Instruction. Based on the wide range of academic proficiencies students will have, balanced instruction will be integrated in all subject areas. Balanced instruction involves teaching students the basics (phonics, numerical computation, strategies for making meaning and developing memory) by embedding these concepts in real-world settings which engages the student and supports retaining the information. Instruction that deals with just the development of the basic skills needed to complete higher order processes are not successful with older students when based solely on the memorization of a skill. Our older students must learn the basic concepts, or building blocks, in every area but it must be done in an environment that realizes they are young adults. Learning must have immediate relevance to the real world. This will be provided through the Workshop Model of Instruction.^{20, 21}

Workshop Model of Instruction. The workshop model is consistent with a balanced approach described above and builds capacity in teachers to differentiate instruction, as well as impacting classroom management. The workshop model facilitates differentiated and individualized instruction and is highly effective with at-risk populations as well as with academically gifted students. The workshop model is based on Howard Gardner's work and his theory of multiple intelligences²² and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking:

¹⁹ <http://www.emsc.nysed.gov/cte/facse/middle.html>

²⁰ Blake, E. (2006). *The effects of an English workshop model on reading and writing achievement of 11th graders*, Dissertation, Southeastern University, ISSN: 0419-4209.

²¹ Agesilas, M. J. (2003). *The effectiveness of the writing workshop model to teach an EAL college writing course in Puerto Rico: A look at student outcomes*, Dissertation, Andrews University, ISSN: 4289-A.

²² Gardner, Howard. *Multiple Intelligences Theory in Practice*. NY, NY 1993 Basic Books.

analysis, synthesis and evaluation.²³ To achieve the highest levels of thinking, teachers must forgo standing in front of a classroom and lecturing, moving towards using more authentic involvement of students. By changing the paradigm of teacher-centered instruction to a model whereby students proactively participate in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills. It also allows students who are struggling with proficiency to participate with at- and above-grade level peers.

The workshop model generally consists of the following components: (1) Teacher leads a mini-lesson in which s/he models the skill or strategy that is being taught; (2) Students practice the skill or strategy together with the teacher; (3) Students break out into groups which are formed based on similar needs as identified by teacher observation and assessment; (4) Students work independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill or strategy; and (5) Students have an opportunity to share their work with the class and teacher and engage in class-wide discussion. The teacher works with each group as needed in guided instruction addressing their needs. Key to the success of the workshop model is the use of assessment. Teachers will use data to inform both individual conferencing with students as well as in the groupings of students for guided instruction. This process promotes highly individualized instruction in a classroom setting.

New Dawn's leadership has a list of expectations for teachers, which are tied closely to the workshop model: 1) Help students become proficient in reading, writing, and speaking the language of the content area; 2) Feel comfortable in use of technology; 3) Provide connections to prior knowledge, other subject areas, careers, and student interests; 4) Develop an array of teaching strategies for students with different learning styles; 5) Continue to improve their own knowledge of content curriculum; 6) Improve their questioning ability by asking higher order questions, allowing for wait time, and encouraging students to give more than one answer; 7) Become positive about their ability to teach to all students; and 8) Expect students to want to learn, seek connections outside of school, to ask questions, and to seek assistance.

Differentiation and At-Risk Students. The curriculum and instructional model addresses the needs and provides significant educational benefit for both at-risk students and students in need of enrichment. All students are "at-risk" by definition of the target group. Core to the philosophy is that all students can learn and be given as many chances as needed to be successful. By implementing the workshop model along with the various technologies, we are committed to providing all students with a rigorous curriculum in an environment that allows for differentiation without tracking. The entire educational model is predicated on an academic intervention services model of instruction providing small class size, well prepared and trained teachers, significant out of classroom support for students, differentiated instruction, advisories for students to develop a sense of self, internships to support students in their development of appropriate work behaviors, and college entrance to ease students into the world of advanced education.

Key to the success of students who are at-risk is the development of connection to the school community through meaningful relationships with adults they can trust. To students who are at-risk having this connection is central to their success and, in fact, the school culture itself can be the single most important element in the achievement of all students. Schools instill in students not only skills, but habits and behavior. Every adult in the building will believe that every student is capable of learning and this will be communicated to students regularly.²⁴ Even the early college program is based on best practices that indicate that this is an important draw for at-risk students.²⁵

Due to the large percentage of students expected to be at-risk, there are a number of strategies in place to

²³ <http://teaching.uncc.edu/resources/best-practice-articles/goals-objectives/blooms-taxonomy>

²⁴ From <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at600.htm> on April 21, 2010.

²⁵ Lewin, T. (Feb. 7, 2010) For students at-risk, early college proves a draw. New York Times.

support these students. Those students requiring additional academic support will receive targeted remediation, individualized instruction and skills development during the advisory periods scheduled throughout the day for students at all grade levels. These students will be targeted for additional academic support based on submitted work, assessments and in-class performance. A Title I Program will be developed that will be supplemental to the regular program. Students eligible for Title I services will be identified as academically “at-risk” by analyzing current assessments and the 8th grade NYSED tests.

Provision of Services to Special Education Students. The percentage of students in this category will be greater than the percentage in high schools in CSD 15, and New Dawn will educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students’ school district of residence. All applicable federal laws, including the Individuals with Disabilities Education Act (IDEA) will be followed. The School shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the School shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students’ school district of residence. For a full explanation of the special education program, please refer back to the Prospectus, page 7.

Provision of Services to ELL Students. New Dawn will not discriminate against ELL students in its admissions policies or practices, and it will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In addition, as stated above, it will make proactive efforts to build awareness of the charter school and of the opportunity for parents to enroll their students within the CSD 15 by having a presence in areas of the neighborhood where large numbers students classified as ELL’s reside. For a full discussion of the ELL services, please refer back to the Prospectus, page 8.

Exit Criteria: Clearly two of the most important grades will be the 9th grade as students exit the Intensive Grade 9 Intervention and 12th grade as students graduate. In addition to the successful completion of the required Regents exams, students will be held to specific promotion criteria in the areas of comprehensive classroom assessments that include work samples, teacher assessments; as well as their work in the community, internships, college. Students failing to meet any of school expectations as defined by the criteria in the chart below are noted as *Advancement in Doubt* during the winter at which time families/guardians are notified in writing. Below are the exit requirements for grades 9 and 12.

Grade	Teacher Assessment	Benchmark Testing
General Ed Grade 9	1) 65 or greater (grade level) in class 2) Successful completion of one community learning project 3) Completion of ILP 4) Completion of pre-college program from CUNY	Achievement at or above Level 3 on the common assessments in ELA, Math, Science, Global, and US History classroom based tests*
Special Education Grade 9	1) 65 or greater (grade level) OR Regular and SPED Teacher recommendations 2) Successful completion of one community learning project 3) Completion of ILP 4) Completion of pre-college program from CUNY	Achievement at or above Level 2 on the common assessments in ELA, Math, Science, Global, and US History classroom based tests OR Score of passing on testing as required as per IEP

ELL Students Grade 9	1) 65 or greater (grade level) OR Regular and ELL Teacher recommendations 2) Successful completion of one community learning project 3) Completion of ILP 4) Completion of pre-college program from CUNY	Achievement at/above Level 3 on common assessment classroom based Math test** AND Achievement at/above Level 2 on the common assessment classroom ELA test AND Passing score on the NYSESLAT OR Indication approaching passing on NYSESLAT (1 st year ELL student)/Indication of growth on NYSESLAT (2 nd year ELL students)
General Ed Grade 12	1) 65 or greater (grade level) 2) Successful completion of one community learning project 3) Successful completion of ILP for college/career 4) Successful completion of Internship and/or College program	1) Achievement at or above Level 3 on the common assessment classroom based math, ELA, social studies, and science tests 2) Completion of all mandated high school Regents exams
Special Education Grade 12	1) 65 or greater (grade level) OR Regular and SPED Teacher recommendations 2) Successful completion of one community learning project 3) Successful completion of ILP for college/career 4) Successful completion of Internship and/or College program	1) Achievement at or above Level 2 on the common assessment classroom based math, ELA, social studies, and science tests OR Score of passing on testing as required as per IEP 2) Completion of all mandated high school Regents or RCT exams OR achievement of requirement for IEP diploma as per IEP
ELL Students Grade 12	1) 65 or greater (grade level) OR Regular and ELL Teacher recommendations 2) Successful completion of one community learning project 3) Successful completion of ILP for high school 4) Successful completion of Internship and/or College program	1) Achievement at or above Level 3 on the common assessment classroom base math, ELA**, social studies, and science tests 2) Completion of all mandated high school Regents or RCT exams

*Exceptions would be in the case where a student enrolled at Level 1 and the student has shown significant progress in all areas and scored at least at a level 2.

Professional Development (PD). In all probability, teachers applying to New Dawn will be young with minimal experience; therefore, strategies are built into both the schedule as well as the budget to address these issues. PD in the Workshop Model and classroom management will be ongoing and embedded in the classroom through coaching and modeling.²⁶ Many schools that implement this PD model have shown large gains in literacy scores. In-service provided to teachers results in improved reading achievement for students²⁷ so it follows that literacy coaching—a form of highly targeted professional development—is a particularly potent vehicle for improving reading skills. Literacy coaching adheres to what research

²⁶ Penuel, W.R., Fishman, B.J., Yamaguchi, R., Gallagher, L.P.. (2007) What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation. *American Educational Research Journal*, 44, (4), 921-958.

²⁷ National Reading Institute (2000). *Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

identifies as the essential features of effective professional development.^{28, 29} Common components include training that is: grounded in inquiry and reflection; participant-driven and collaborative, involved in sharing of knowledge among teachers within communities of practice; sustained, ongoing, and intensive; and connected to and derived from teachers' ongoing work. Further, we understand that the use of all the tools will be a very PD intensive endeavor and to this end, core teachers have a common planning time every day from 3:30 to 5:00 in addition to their daily prep period. July and August of year one will be used as well to work specifically in these areas.

There is a three-tiered track for professional growth at New Dawn which will keep teachers focused on improvement. The three tracks will be for teachers who want to: 1) attain Master Teacher Status; 2) be actively involved in the governance and management of the school; and 3) continue education and move into administration. These three tiers are not mutually exclusive and teachers can work in several areas at one time. Providing a professional growth plan has been shown to be very effective at increasing teacher effectiveness and attracting the most qualified teachers.^{30, 31} At the beginning of the year teachers will develop individual professional goals, meeting with the Principal to establish benchmarks and outcomes.

Evaluation and Support. Using the Danielson Model for evaluation of teacher effectiveness allows administrators to work with teachers in a collegial fashion evaluating classroom performance and developing support plans regardless of status. New Dawn's teacher evaluation process will be transparent and will promote professional learning while assuring quality teaching. Overall, the curriculum and instructional strategies being implemented at New Dawn fully support the mission of the school. New Dawn students will enter the school at all levels of proficiency and with little prior school success. Using the workshop model combined with balanced instruction will provide an opportunity for all students, regardless of proficiency level, to be actively engaged and participate in school at a young adult level.

B. School Calendar and Daily Instruction

Daily Schedules: The building will be open from 8:30 to 5:30 every day. Instruction will begin at New Dawn at 9 a.m. and run until 5:00 p.m. The day will consist of seven 50-minute periods and one 85-minute period resulting in a school day of 9 hours, or 6 hours and 25 minutes of organized instruction (31 hours 15 minutes per week), which exceeds the 5.5 hours of instruction per day required by Education Law 2852(2)(n). A key assumption is that CDOS, FACS, arts, and PE/Health are all core instruction. New Dawn students are so far behind that all instruction in grades 10 through 12 will be core instruction resulting in 6 hours and 25 minutes of core instruction. Based on the needs of the students in the Intensive Grade 9 Intervention program, core instruction will be the required 5.5 hours of instruction per day plus one 50 minute period of an Advisory that deals with interpersonal issues and remediation. Please see **Attachment 3 – Sample Daily Schedules** for an example.

There are two basic programs (Intensive Grade 9 Intervention and General Program) but both will have the same schedule with the exception that the Intensive program will offer Advisories during the 6th - 8th periods while the one period of Advisories for the General program will rotate throughout the day. All

²⁸ Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform." *Phi Delta Kappan* 76, 8: 597-604.

²⁹ Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38 (4), 915-945.

³⁰ Glazerman, S., Seifullah, A., & Mathematica Policy Research, I. (2010). An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year two impact report. *Mathematica Policy Research, Inc.* (ERIC Document Reproduction Service No ED510712).

³¹ Teaching, N. I. (2010, February 19). *The System for teacher and student advancement*. Retrieved February 19, 2010, from <http://www.tapsystem.org/>

students in the Intensive Grade 9 Program will be required to attend school every day. Mirroring the Wildcat Internship Program, the schedule for students in the General Program who are participating in the New Dawn Internship Program will attend school year round (except for year one during which time there will be no Internships), attending school one week and working on an internship the next week and attending school full time during the summer. The students in the College Now program will attend school every week, attending college on Saturdays and/or 8th period and in the summer. Students will meet all requirements for graduation as specified under NYSED Part 100 Regulations.

Calendar. During the 2012-2013 school year, New Dawn students will attend school from September through June following the NYC DOE’s calendar for a total of 180 days. Starting with the 2013-2014 school year, students will attend school year round for an extended school year of at least 200 school days, exceeding the 180 required by Education Law section 3204(4). Teachers will report for work for 12 months starting the first work day after July 4 and have all the NYC DOE breaks, including a break from mid-August until school starts again in September. Students will follow the NYC DOE’s school year calendar, starting school after Labor Day and continuing through late June. Starting in the summer of 2014, following a brief July 4 break, students will then return on the first work day following the 4th of July for another 6-week period of school. Please see **Attachment 4 – Proposed Annual Calendars**.

New Dawn’s schedule and calendar clearly aligns with the School’s mission and the needs of the students and teachers by providing ample opportunities for students to resolve those issues that impact their school performance and provide instruction in a manner which will increase proficiency for students at varying levels of proficiency. Teachers have ample time for common work as well as much needed PD.

C. Target Population

Anticipated Enrollment Table. As a transfer school the number of students at each “grade” level fluctuates by semester depending on how many students graduate and who applies for the lottery. Therefore, the numbers below represent estimates of the number of students in each grade under the following parameters: 1) due to the excessive needs of the students who have only accumulated 0-11 credits (9th grade), there will be a separate lottery and the numbers of students in this grade will be capped much as in a traditional charter school at the numbers presented below; 2) the other three grades will be open lottery and those numbers will depend on who is applying; and 3) regardless of the number of students in grades 10-12, the total census will never exceed the total of each year (i.e., Yr1 = 150 total students—30 in 9th and 120 in 10th – 12th ; Yr2 = 250 total students, 40 in 9th and 210 in 10th – 12th, etc.).

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
9 th	30	40	70	80	80
10 th	40	70	110	140	140
11 th	40	70	110	140	140
12 th	40	70	110	140	140
Ungraded					
Totals	150	250	400	500	500

Realistic Enrollment Projections. Students will be between the ages of 15 and 21, will be behind their four-year 9th grade cohort (peers with whom they started 9th grade), and will have already dropped out of high school, be in-school truants, or behind grade level struggling to remain in school—students who are over-aged and under-credited. The NYC DOE estimates that there are 114,584 students in NYC who fit

this classification³² with a total of 67 transfer and YABC high schools³³ to address the needs of these students. Clearly there is a need for more transfer schools in NYC which is further supported by the fact that groups proposing to open transfer schools are a priority for the authorizers. Looking at the needs of students in specific communities within NYC, there are a number of neighborhoods, including Sunset Park, identified as in need of transfer school services. However, when needed services are assessed for the ELL community, Sunset Park is one of the three neighborhoods (Corona and Flushing are the other two) most in need of transfer school services.³⁴ Based on these numbers, combined with the rigorous outreach plan outlined in the Prospectus, enrollment projections will be met.

How School Meets the Needs of Target Population. The mission, curriculum, teaching methods, and services are all designed with this specific target population in mind from both a research and experiential perspective. The mission statement clearly identifies the specific over-aged, under-credited target population. In the Prospectus, the struggles of the community such as lack of adult education, high drop-out rate, single parent homes, high poverty, and lack of English proficiency were all discussed in great detail. The needs of students classified as ELL and those classified as students with disabilities were also addressed. The school is designed as an academic intervention model predicated on the assumption that students enrolled at New Dawn have already failed at a traditional school. The specific strategies include:

School Improvement Engine (SIE). Under the SIE, the focus is on student performance and teacher and administrator accountability. It allows staff to focus on the curriculum and instruction by assessing student performance as well as the performance of the school overall. The model is designed for maximum collegiality, providing support to teachers as they differentiate their instruction based on data targeted to individual students in need of both remediation and enrichment. The amount of common planning and professional development time for teachers through this model is critical when working with students in this target population, the large majority of whom will be significantly behind grade level.

Balanced and Workshop Model of Instruction. Balanced Instruction and the workshop model are both particularly useful when teaching students at a wide range of proficiency levels. The expectations for all students are the same as exemplified through the mini-lesson when the teacher provides instruction and modeling for the daily lesson. Students then break into groups where they work at their particular proficiency level, receiving either remediation or enrichment, learning basic skills in an authentic setting. This model of instruction not only sets equal expectations for all students, but it is a great classroom management technique. *Flexibility of Scheduling.* Students in transfer schools rarely have a straight forward traditional high school classroom schedule. For example, the student close to graduation who has yet to pass a Global class, must be allowed to take the classes necessary to fulfill both graduation requirements as well as pass the Global Regents—usually taken in 9th or 10th grade. New Dawn scheduling is designed specifically for students in need of this type of class schedule. *Intensive 9th Grade Intervention.* As described above this is the most at-risk group of students. Providing this level of intense intervention specifically focused on intervening in those things that keep this group from success ensures that no student will “drop through the cracks.” *Internships and College.* Both of these programs are a draw for these students and students with 11 or more credits will participate in both of these programs. Even though students in the Intensive 9th Grade Program remain at the school full time, an important focus of the Advisories is preparing these students to participate in both the Internship and College programs. *Advisories.* Advisories work for a wide variety of students, but for this group the target will be on developing a sense of self worth which is almost always lacking in this group of students. Advisories

³² Crotty, T. & Pendleton, T. (2009). *The learning to work initiative Year 4: Mid-year report continuing innovation.* NYC DOE’s Office of Multiple Pathways to Graduation downloaded on November 13, 2010 from <http://schools.nyc.gov/NR/rdonlyres/CDF2070-B132-418C-A14F-5580BD65A2A1/0/Y4MidYearReport.pdf>

³³ Downloaded from <http://schools.nyc.gov/Accountability/tools/report/default.htm> on March 17, 2011.

³⁴ Crotty, T. & Pendleton, T. (2009), reference #33.

will build upon each other, assisting the students to move into the community and eventually careers.

D. Assessment

Alignment of Assessment Program with Mission. The main mission of the school is to enroll students who have dropped out of high school, or who are at-risk of not obtaining their diploma, providing a structure under which they can successfully graduate from high school and enroll in college or continue on their chosen career path. There will be two final outcomes: 1) graduating with a high school diploma and 2) continuing a legitimate career path, including college. Determining progress towards these objectives will be based on the Sustainable Data Culture under the SIE and will be reflected in the school's accountability plan developed prior to final chartering. Benchmark and outcome data must be constantly assessed to keep students on track with their goals. The following will be assessed and is discussed below: outcomes of advisories, testing results, Regents pass rate, attendance, internship program outcomes, ILPs, college participation and outcomes, and results of 9th grade intervention.

Predicted benchmarks in all four organizational areas (pedagogy, support services, compliance, and fiscal) will be set prior to the beginning of school and will be reviewed weekly by school staff and presented at monthly board meetings. If the school falls short of any benchmark, interventions will be developed immediately to address the issue. Staff, teachers, students, parents, and members of the Board will be involved in developing and applying interventions. Using the SIE, data generated through the PICCS Warehouse is designed to give immediate feedback for a variety of outcomes. During the daily common planning time, there will be at least one day a week set aside for teachers and administrators to review outcomes from the system to assess whether the school is still on target.

Participation in Statewide System of Assessment & Accountability. We fully understand our responsibility to participate in the statewide system of assessment. New Dawn's structure is based on the PICCS' SIE, a model which has been approved by the NYSED as exemplified by the approval of the PICCS consortium of nine schools under Race to the Top (RTTT) and includes a rigorous teacher and administrator assessment. The SIE is aligned to the NYSED's RTTT proposal and the PICCS Warehouse has been developed to collect and organize data in the same way in which the State will need the information for participating in the statewide system. Further, New Dawn is going a step further by implementing a compensation plan based on individual student performance. Through the PICCS Warehouse it is possible to align a staff to their students and correlate this with outcomes.

Enabling Students to Meet State Standards. This is a strength at New Dawn. Using the PICCS Warehouse, we will be able to map ongoing student outcomes on common assessments, Scantron, and teacher developed measures, directly back to the school's core curriculum as well as the NYSED learning and common core standards. Using the Warehouse, teachers and administrators can assess not only individual student performance but overall trends in the school's curriculum and instruction. This creates a constant feedback loop, assessing student knowledge and understanding, aligning it to the curriculum, and assessing for areas of weakness and strength within instruction. This is a powerful tool and has shown significant improvement in student outcomes not only at Wildcat but at all the PICCS schools.³⁵

New Dawn, as a transfer school, does not have promotion from grade to grade as does a traditional school. As described in the flexibility of scheduling section, a student may enroll in the school having completed all their ELA requirements and passed the ELA Regents exam and not have a single math credit. Therefore, the school's policy toward "promotion" is that students take the courses needed to meet graduation requirements regardless of the number of credits accumulated up until, and including, the school year of their 21st birthday. The requirements for graduation were included in the table on page 10.

³⁵ Downloaded on March 17, 2011 from <http://www.piccs.org/>

Plan for Measuring and Reporting Outcomes. The plan for reporting educational performance and progress toward meeting the goals of the school is extensive. A well aligned curriculum and effective data on which to make instructional decisions is crucial to the success of the school, particularly with the disparate group of students expected at New Dawn. Differentiating students and reporting outcomes will be extremely important to the effectiveness of our model of instruction and can only be achieved through the implementation of a robust data system that includes all aspects of the school and student process and outcome measures. As noted throughout this application, the data system used to facilitate effective teaching, called the PICCS Warehouse, consists of a robust warehouse as well as the products that make up PerformancePLUS³⁶ (CurriculumCONNECTOR, PerformanceTRACKER, AssessmentBUILDER, BubbleREADER, StudentILP) offered through one of the world's leading software companies, SunGard, which serves over 25,000 customers in 70 countries. Using these tools, teachers and administrators will drive instruction by efficiently and effectively managing assessment and curriculum data.

Comprehensive PICCS Warehouse, developed by Follett's TetraData division, houses all relevant data concerning the students. The base data is pulled from the NYC DOE's ATS system while the school supplies the school-based data. The Warehouse provides real time data around attendance, course grades, class lists, NCLB status, assessment results, among other pertinent information. The Warehouse is the system which will be used to connect student outcomes to individual teachers and correlate this information with teacher evaluations. This is also the system used to create school outcome reports.

CurriculumCONNECTOR enables staff to develop and share the school's core curriculum, which is aligned to the NYSED Learning and Common Core Standards, ensuring that the curriculum used by all educators is comprehensive and standards-based. Teachers can consistently design units of instruction based on the core curriculum through the use of profession lesson plan templates, aligning the lesson with both the core curriculum and embedded state standards. Because the curriculum will be digitalized, it is possible to analyze curriculum and instruction through the use of TRACKER.

PerformanceTRACKER offers unlimited options to analyze data by drilling down from general school-based outcomes to an individual student. Data can be sorted and analyzed by student, teacher, courses, or groupings based on an identified variable (i.e., ELL or disability status). Using TRACKER will allow us to align school performance results to state standards by looping back to the curriculum as well as tracking student proficiency over time using school developed, standardized, and NYSED Regents exams.

AssessmentBUILDER allows teachers to create local assessments which are essential to measuring student performance. Using BUILDER and TRACKER together results in a system that can inform instruction by allowing users to create local benchmark assessments, access thousands of questions aligned to NYSED state standards, and view and analyze results immediately. Results are aligned back to CONNECTOR for the purpose of assessing strengths and weaknesses within the curriculum.

BubbleREADER allows teachers to efficiently grade assessments by creating and scanning bubble sheets. The system easily handles open-ended questions as well as writing and speaking assessments. Bubble sheets are scanned and loaded into the data system, allowing results to be quickly analyzed and aligned back to the school's curriculum and NYS Learning and Common Core Standards through TRACKER.

StudentILP (Individual Learning Plan) is a key concept in the development of the student as a self-learner. Students can create their own goals based on their current status (credits, classes, Regents, attendance, etc.) allowing teachers, administrators, counselors, and parents to track student progress towards their goals. All students at New Dawn will have an ILP and staff will have access to this ILP to make comments and conduct follow-up.

³⁶ <http://sungard.com/en/sitecore/content/campaigns/corporate/plus360/products/performanceplus.aspx>

The SIE Data Culture will be used as the assessment model. At the beginning of the year, all students will be tested on Scantron. This information will be loaded to the PICCS Warehouse and reports will be generated using this data plus past NYSED test results including the 8th grade ELA and math results (diagnosis). This data, along with existing transcripts, will be used to schedule students in appropriate classes. Staff will use the data to create a base line for the year and the results will be reported to the Board based on NCLB categorizations. Data will be used for the creation of the StudentILP which will be completed during Advisories (prescription). Teacher assessments as well as the common assessments (all teachers teaching the same class administer the same exam) will be given and analyzed (monitoring). Staff will spend at least one day a week during common planning time in PLCs, reviewing outcomes of these assessments as well as other data such as course work, attendance, and timeliness. Data will be looped back to the curriculum for an assessment of instruction (remedying). Data will be reported to the Board monthly as it aligns to NCLB and the school’s final accountability plan. At the end of each semester the final outcomes will be reviewed: ILP completion rate, number of goals attained on ILPs, graduation rate, Regents pass rate, internship performance, final course grades, and college placement.

Accountability Plan. Prior to September 2012, there will be in place an Accountability Plan by which to assess outcomes. This plan will be approved by the NYSED and the NYC DOE and will include four sections: student performance outcomes, school viability outcomes, school satisfaction outcomes, and school specific outcomes. The student performance outcomes will include, unless the NYSED changes templates, absolute outcomes (percentage of student passing the Regents and graduating), comparison outcomes (New Dawn graduation and Regents outcomes compared to similar schools as defined by the NYC DOE’s Progress Report), and growth outcomes (comparing each student to him/herself on pre-/post-tests and ILP). The school viability outcomes will include measures of Board success, ability to enroll to census, and financial soundness. The school satisfaction outcomes will include student attendance and the NYC DOE’s Environmental Survey for students/teachers/parents. The school specific outcomes will include student performance in Advisories, Internships, and College NOW.

Using Assessment Data to Drive Key Decisions. The PICCS Warehouse supplies all the data and to interpret this data, the TERC Using Data protocol will be used. Using Data is based on the joint work of TERC and WestED, funded through the National Science Foundation, and led by Nancy Love.³⁷ Based on a conceptual framework but using practical methods, the mission of Using Data is to provide schools with the ability to increase student achievement through a data-driven school improvement process. All work is done in Professional Learning Communities (PLC), an environment which supports collaborative work among all staff to identify potential problems, implement research-based solutions, and then monitor the impact of these solutions. Using Data deals specifically with: “How can schools effectively use their student learning data to improve instruction? What are the root causes of student learning problems and achievement gaps? How can already instituted data systems be used to help students?”³⁸ The overall goal is to develop a school culture around a collaborative inquiry model that supports a high-performing Sustainable Data Culture; a culture where there is collective responsibility for student performance. By continually focusing on student performance and outcome measures as it relates to the curriculum and instruction, student outcomes will be greatly improved.

Commitment to Compliance. Students at New Dawn will fully participate in the assessments as required by the NYS Board of Regents. Below is the testing schedule.

Name of Assessment	Purpose	Grades Administered	When Administered
Scantron Performance	Identify reading fluency, competency, reading	9-12	September and June

³⁷ Love, N. (2009). *Using data to improve learning for all: A collaborative inquiry approach*. Boston, MA: Corwin.

³⁸ Downloaded from <http://www.terc.edu/ourwork/usingdata.html> on March 17, 2011.

**New Dawn Charter High School
NYSED Full Application Narrative March 2011**

Series Reading & Language Arts	comprehension and writing development levels		
Scantron Performance Series Mathematics	Identify number fluency and mathematical skills for grade level	9-12	September and June
Teacher developed assessments and quizzes, including common assessment across subject, grades, and teachers	To determine learning in a variety of areas (ELA, Math, Social Studies, Science, Health)	9-12	As needed based on lesson plans; Common Assessment given mid-term and final
Language Assessment Battery – Revised (LAB-R)	To determine English proficiency.	9-12 as identified by the Home Language Survey and Staff Assessment	September (or within 10 days of the student’s enrollment)
New York State English as a Second Language Achievement Test (NYSESLAT)	To determine when students identified as ELLs become fluent in English.	9-12 if required by LAB-R	April/May*
New York State Regents Exams (ELA, Math, Global, Living Environment, US History as well as other Regents for Advanced Regents Diploma)	To assess high school students mastery of NYS Learning Standards and graduated from high school.	9-12	January, June, August*
Preliminary SAT (PSAT)	To assess student verbal and math skills and for practice on the SAT	10-11	February
SAT	To assess student college placement	12	As needed

*NYS assessments will be administered as prescribed by NYS on the dates that are required for each school year.

Student performance and outcomes gleaned from this assessment program will be used as part of the compensation plan to be implemented at New Dawn which supports the NYSED new accountability program under Race to the Top.

E. School Climate and Discipline

School climate and the manner in which discipline is handled are both extremely important at New Dawn and will impact engagement, attendance, and attrition rate. Students who have left school or are in-school truants many times have problems complying with rules, and controlling their frustration and anger. They are already at-risk for leaving school and will do so if the school climate does not meet their needs. Neither school climate nor discipline at New Dawn can be another barrier to school participation. These students must have enough freedom to feel like adults, yet must have very consistent, clear rules about appropriate behavior. Respect is of the utmost importance when building a community and this works in all directions and includes staff, students, and parents. New Dawn will be a learning community that integrates the importance and respect of self and community into the educational program.

School Climate: First, many of our students will come from less than luxurious homes. Therefore, the physical plant must be attractive, clean, and welcoming—telegraphing to students that they are important and worthy of a rigorous education and respect. Second, many of our students will come from chaotic homes, so rules that are applied equitably are extremely important. Rules will be distributed at the beginning of the year in the Student Handbook and the Parent Handbook. Rules will be displayed throughout the school in appropriate places. Third, we can predict that many of our students will suffer from low self esteem; therefore, student work will be on display so students can take pride in their work. Fourth, many of our students have little understanding about the importance of community to their lives. There will be posters outlining contributions to the community by a diverse range of people. Finally, staff must be supportive of a positive environment that deals as much with students’ isolation, alienation, and fear of failing again as it does with education. Staff will be trained to cope with these issues.

Discipline: The School's approach to discipline will be based on the knowledge that students must learn new behaviors and will require many different opportunities and chances to learn appropriate behaviors—just as in any learning environment. The Discipline policy is based on this belief and thus it is not punitive. Disciplining will be viewed as a learning opportunity and will be treated as such. We know that the students we are targeting are going to have a variety of disciplinary issues and we want to keep them in school not construct more barriers to keeping them from school. Students need help in understanding rules and it is the School's responsibility to work with students as they advance towards adulthood and productive citizenship. This will be done in a supportive environment, with rules clearly stated, where the students will have the opportunity to improve their behavior without presenting barriers towards success.

One way of proactively addressing discipline problems is ensuring students are engaged in the classroom. With the numbers of students who will be below grade level teachers must be competent to differentiate instruction. Our curriculum mapping software (CurriculumConnector) allows teachers to develop lesson plans on a variety of levels for use with the Workshop Model, ensuring engagement, regardless of level. Another area negatively impacting students is the teacher's inability to manage the classroom environment. Embedded professional development is integrated into the schedule to ensure that teachers receive the support to address this area, again impacting discipline prior to it becoming a problem.

Safety and security are the major focus of all climate and discipline activities. Therefore, students who exhibit extremely negative and harmful behaviors toward themselves, staff, and peers will be referred to the school's psychologist and/or social workers for a complete evaluation. These students already tend to be alienated from others so suspensions and expulsions will be used only as a last resort. The New Dawn Discipline Policy outlines the suspension rules to be used. From experience, Wildcat does not suspend students but includes it in the discipline policy in case needed in the rare event of an extremely dangerous situation such as brining a weapon to school.

The Discipline Policy is in compliance with all aspects of Section 2851 (2)(h) of the NYS Education Law statute. Due process procedures shall be set forth for all disciplinary actions for all students. In addition to the discipline procedures applicable to all students, there are special procedures which are applicable to students with disabilities. There are also conditions under which a student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and procedures outlined in the New Dawn Discipline Policy, except in the event that the procedures are inconsistent with federal law and regulations, federal law and regulations shall govern.

Both the school climate and the discipline policy are geared towards building a community of learners who can take the social/emotional skills learned at the school and apply them to all aspects of life, allowing them to make good decisions about their schooling and careers. The New Dawn Code of Conduct and Discipline Policy reflect this belief. New Dawn defines discipline as helping students develop self-control and self-motivation in a community that is safe for all members. Both the Code of Conduct and Discipline Policy already exist and both clearly outlines the terms for unacceptable behavior along with the consequences of such behavior, as well as the policy for students with disabilities.

Communication with Families and Participation in School Governance and Culture: Families will be recruited and welcomed to participate in school governance and culture building. Parents³⁹ of students attending transfer schools vary greatly in how they wish to participate with the school. There will be the

³⁹ Parent is meant to refer to any constellation of family including foster parents, grandparents, guardians, etc.

more traditional means of interacting and involving parents such as a Parent's Association which will be tasked with working on the Title program, the Parent Handbook, Parent Involvement Policy, and serving on the School Wide Committee which will develop the Comprehensive Education Plan. The President of the PA will act as an advisor to the Board of Trustees. Further, there will be a seat on the Board which will be filled by a parent. There will be opportunities for parents to become involved with volunteering in the school as well as participating in the education of their student.

Communication with parents will begin at orientation and be ongoing. Parents (or other responsible adult) will be required to attend an orientation session where parental responsibility will be discussed including the invitation to serve on the Parent's Association and become active with the Board and the governance of the school. As part of this orientation, lines of communication will be outlined and all parents will receive directories, calendars, and ways to be involved. Parents will be able to communicate directly with their student's teachers, administrators and school support personnel by scheduling an appointment as well as by e-mail and by phone. A school community bulletin board placed prominently in the school which will be readily available to parents as well as a parent page on the school's website will further facilitate communication. There will be regularly scheduled times when parents will be invited to the school to participate in academic activities in the classroom. The School will have quarterly parent teacher meetings that coincide with the distribution of student report cards at the end of each quarter. Mailings and notices about what is going on at the school will be sent home with the students and posted on the website as appropriate. Written materials will be in the language parents speak.

Engaging parents in the governance of the school will begin during the summer. A core group of five parents (more if there is interest), will be identified and approached by the Principal to develop a Parent's Advisory Team. This group of individuals will receive training in engaging other parents to participate in the school and support their students. This core group of parents will advise the Board in critical areas of school development and will be the group from which the Parent's Association develops. Developing a full Parent Involvement Policy will be the responsibility of this group and the Principal and will be completed during the start-up period, ready for implementation by the fall of 2012.

II. ORGANIZATIONAL PLAN

A. Governing Body

The New Dawn Board of Trustees ("the Board") will have overall responsibility for governance. The Board will be responsible for conducting and directing the affairs of New Dawn, subject to all applicable education and charter laws, the Charter, and the Charter Bylaws. While the Board may delegate day-to-day management and other activities of the School to others, it is understood that the Board will at all times retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board's responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and charter of the School; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the Executive Director; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. The specific powers and responsibilities of the Board are laid out in the bylaws.

The Board will comprise no less than five and no more than 15 members. The Founding Board is comprised of three of the seven members of the Planning Team, with three additional Trustees identified. A Trustee may resign at any time and a new members elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of the Education Law. Grounds for removal from the Board include anything that is in violation of the school's conflict of interest policy, code of ethics or by-laws, consistent failure to attend Board or committee meetings or any illegal activity.

Trustee Job Description. In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to: 1) the mission, goals and programs of the school; 2) the principle that all students can learn and that all students deserve numerous quality opportunities to be successful; and 3) that the School will become an active institution in the Sunset Park Community, engaged in the well being of all citizens. The qualifications for service on the New Dawn Board of Trustees will include: 1) Experience and expertise in a professional field that would benefit the Board and the School; 2) Being at least 18 years of age; 3) Commitment to community service; 4) An understanding of the struggles of people living in poverty, including those struggling with English; and 5) Integrity. Trustees set the tone for the culture of the school.

Attached are the Corporate By-Laws (Attachment 5) and Code of Ethics (Attachment 6).

B. Founding Group Composition

The majority of members of the Founding Group and the Board of Trustees have worked together for years, and each has a specific area of expertise that has been central to the planning process, supporting the successful implementation of the school's programs. Team Members identified as potential employers are: 1) Lead Applicant & Executive Director **Sara M. Asmussen, Ph.D.**, current Director of Compliance & Accountability at Wildcat. She has responsibility for all compliance, all reporting (Annual Report, Consolidated Application, ATS, BEDS report, VIDAR, Charter Renewal, etc.) as well as all data responsibilities including the school's Performance Based Incentive Plan, upkeep of the PICCS data warehouse, and all student outcomes tracking. She is the lead Data Coordinator for the entire PICCS project and has extensive experience with the development and implementation of new programs and grant activities including budgets. 2) Principal **Ed Peterman**, current AP at Wildcat, is a founding ELA teacher at the SOS Mr. Tabano opened in 1997. He joined Wildcat as an ELA and Technology teacher in 1999, working with the school during the conversion process. He became a NYS certified School District Leader and a School Building Leader, joining the Wildcat administrative team in 2008. Current responsibilities include working with teachers, re-mapping the entire Wildcat Curriculum, developing common assessments aligning with the curriculum and NYS learning standards, as well as conducting regular classroom assessments and observations of the teachers.

Planning Team members who will serve on Board Committees as community participants include: 3) Community Relations Committee Member **Marco Castro**, B.A., has lived in CSD 15 for 11 years and in Sunset Park for eight years. Formerly from Mexico City he immigrated to NYC in 1993. He is a freelance photographer who has worked for the Mexican President Carlos Salinas de Gortari, the Mexican Mission in NYC, the United Nations, and Bryant Park Corporation. He recently completed his undergraduate work in Communication and Culture at CUNY on the Mexicanization of Sunset Park which tracked the changing of the icons and culture of the neighborhood with the influx of Mexican immigrants. He will be the community advocate for the project ensuring that the Spanish speaking community is represented. His two sons attend P.S. 172 located in Sunset Park. He has also served on the SPS CUNY Governing Council and the Curriculum Committee. 4) Facilities Committee Member **Leslie Winter**, M.P.A., M.A., is the former Executive Director of the Achilles Foundation, was formerly the Assistant Commissioner for Planning in the Division of Real Property in NYC and the Director of Real Estate Programs for NYU's Real Estate institute. He has been purchasing commercial real estate in NYC and is the chairperson or president of two economic development not-for-profits and sits on the Boards of two others. He will assist in the identification of both the temporary and permanent sites for the school.

Planning Team members who will become Board Members: 5) Board Chairperson **Ronald Tabano**, the CEO/Principal at Wildcat, has over 40 years experience in education beginning his work as a 6th grade teacher, moving to teaching social studies and ELA at the middle and high school levels, eventually becoming an AP. Following this he worked in the community creating job opportunities for struggling

adolescents and was a founding member of both Wildcat Academy, which opened in 1992 under the NYC DOE and the first Second Opportunity School (SOS) in the Bronx which opened in 1997. Mr. Tabano also started the first New Beginnings School in 1999 in Queens. He marshaled Wildcat Academy through the charter conversion process in 2000. Today as CEO/Principal of Wildcat, Mr. Tabano is responsible for a budget of \$9.5 million and a staff of 54. Wildcat is a UFT Charter school paying market rent and was able to make their budget even with the per pupil funding freeze under Mr. Tabano's leadership. 6) Board Member **Lisa DiGaudio** is currently the Director of Curriculum & Instruction at Hebrew Language Academy. She joined HLA after teaching 5th and 6th grades at Merrick Charter School. Prior to this she worked on Long Island in a variety of positions, including teaching Social Studies and Resource Room for high schools. As a center director, she worked with students who had dropped out of school and were returning to night school to obtain their high school diplomas. She is a NYSED certified teacher and just received her Initial School Building Leadership and Initial School District Leadership Certifications. All four of the individuals above have worked for the past four years with the PICCS School Improvement Engine. Through this project all are trained on using a variety of computer tools and strategies to map curriculum, develop assessments, track students progress, use data to inform curriculum, and conduct objectively-based classroom assessments among other school improvement strategies. 7) Board member **Samir Souidi**, M.S., currently works for the Population Council as a Senior Programmer and Database Developer with projects all across northern Africa. Prior to this he worked at Wildcat as the Senior Research Analyst and was involved in many aspects of the school, designing the school's student data system, including the scheduling program for this very educationally diverse group of students. Originally from Morocco, he is completely fluent in both Arabic and French. In addition to his knowledge about transfer charter schools, he will act as the liaison to the Arabic communities in the neighborhood.

Since the Prospectus was submitted, we have identified three additional Board members: **Frank San Felice**, Director of PICCS and Senior Partner of JPS Solutions, has extensive experience in all aspects of charter schools and education having helped and supported many charter schools through the various legal, compliance, and fiscal hurdles. He has extensive experience as a school administrator as well as having worked at the district level at Dutchess County BOCES. **George Crowley**, CPA, was CFO of Wildcat Services, Corp. a multi-million dollar not-for-profit until his retirement in 2005. As part of his work there he was responsible for the filing of all the fiscal and legal paperwork for the conversion of the Wildcat Charter School from a DOE school to a charter school. He has also been the Vice President of Finance and Operations at Laventhol & Horwath, a large, international accounting firm. **Alicia Ann McFarlane**, J.D., is the Assistant DA in the Narcotics Trial Bureau—Alternative Sentencing division of the Queens DA's office, and works on the Queens Youth Diversion Program. Ms. McFarlane has extensive experience with youth, families, having served as a case worker in the past.

Name	Current Profession	Pre-Opening Role	Post-Opening Role
Sara Asmussen, Ph.D.	Dir. Of Compliance & Accountability, Wildcat	Lead Applicant Planning Team Member	Executive Director
Ed Peterman, M.A.	Assistant Principal, Wildcat	Planning Team Leader	Principal
Marco Castro, B.A.	Photographer, Community Activist	Planning Team Member	Volunteer Appointed to Community Relations Committee
Leslie Winter, M.P.A., M.A.	Real Estate Developer	Planning Team Member	Volunteer Appointed to Finance/Facility Committee
Ronald Tabano, M.A.	CEO/Principal, Wildcat	Planning Team Member	Board Member: Chair, Executive Committee

Lisa DiGaudio, M.A.	Dir. Of Curriculum & Instruction, HLA	Planning Team Member	Board Member: Education Committee
Samir Souidi, B.A.	Programmer, Population Council	Planning Team Member	Board Member: Community Relations Committee
Frank San Felice	Education & Compliance	Planning Team Member (joined later in project)	Board Member: Education Committee
George Crowley	CPA	Planning Team Member (joined later in project)	Board Member: Finance/Facility Committee
Alicia A. McFarlane, J.D.	Attorney	Planning Team Member (joined later in project)	Board Member: Finance/Facility Committee

Resumes are included in Attachment 7. Attachments 8 (Assurances) and 9 (Request for Information) for prospective board members are attached as well.

Connections to Community. The members of the founding team, staff and prospective board members have various connections to the community. Dr. Asmussen and Mr. Castro have lived in Sunset Park for eight years and have children attending P.S. 172. Dr. Asmussen serves on the community Neighborhood Advisory Board for the NYC DYCD. Mr. Castro conducted an extensive study of the community for his final work through CUNY. Mr. Tabano is originally from Brooklyn and now lives in Queens. After 20 years, he is very familiar with our community of students (over-aged and under-credited). Ed Peterman has family from Sunset Park but lives in Manhattan. He has also worked with this community of students for most of his career. Lisa DiGaudio lives on Long Island but has worked in charter schools for seven years. Her work on Long Island included working with this same group of targeted students. Samir Souidi lives in Brooklyn and has worked with this targeted group of students and understands technology especially as it relates to the scheduling on classes for non-traditional students. Further, he is very connected to the Arabic Community. Leslie Winter lives in Manhattan but understands real estate in Sunset Park and sits with four not-for-profit economic development organizations—one of which is in Sunset Park. Frank San Felice lives in Hyde Park but has been in education for years. He is the developer of the PICCS SIE. George Crowley lives in Garden City but has extensive experience with not-for-profits and the charter school finance world. Alicia McFarlane lives in Brooklyn and works in the Queens Youth Diversion Program. The connections to the community, both geographical and educational, are very deep with this particular group of people. Other positions on the Board are being left vacant at this time to be filled by individuals from Sunset Park once New Dawn is chartered.

Open Meetings Law: All Board meetings will take place at the school, be held monthly, and open to the public. The date, time, and location of each meeting will be publicized on the School’s web site. Further, meetings will be publicized at the school as well as radio and television through public service announcements. New Dawn will follow and uphold the Open Meetings Law.

Quorum: A majority of the entire Board shall constitute a quorum. A vote by the majority of the Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. Trustees may participate via conference call, video-conferencing or similar communications equipment allowing all persons in the meeting to hear each other at the same time; provided, that participation by such means shall not constitute presence at the meeting for the purposes of quorum or vote except as permitted by the Open Meetings Law. This is fully defined in the bylaws.

C. Management and Operation

Reporting and Oversight Structure: As defined in the By-Laws, the Board of Trustees will govern the school and have final authority for its policies and operations; as well as have oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Executive Director (ED) the day-to-day decision-making, authority for instructional leadership and hiring, firing, development and

evaluation of staff and will, in turn, be accountable to the Board. Notwithstanding the delegation of authority to the ED and/or other key personnel, the Board will retain absolute authority and responsibility for all activities and functions of the school. The day-to-day structure of New Dawn will be based on a shared leadership model. Even though there is a hierarchy with clearly delineated roles and responsibilities, decisions will be discussed with the Leadership Team which will consist of the ED, Principal, Assistant Principal (AP), and Executive Associate (EA) in the first year. This model is being used due to the extensive academic and social needs of this group of students, as well as the professional development needs of the teachers. The responsibilities at the school will be shared among four areas: Pedagogy, Support Services, Compliance, and Fiscal.

Executive Director (ED) Day-to-Day Roles and Responsibilities: While the Board provides oversight, the ED's responsibilities will include management and administration of all school activities including: management of day-to-day operations; resource allocation; oversight of budget preparation and implementation including compliance with established financial controls and budgetary goals; facilities administration; and pursuance of grants, strategic alliances including business and community outreach; and collaborating with education and human service programs/institutions and connecting with cultural and civic organizations. Based on the Sustainable Data Culture, the ED, working closely with the heads of the four organizational components of the school, will provide the Board monthly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors, as well as a report on the support services, compliance, and financial status of the school.

Dr. Asmussen has been identified as the Executive Director. As seen in her resume she has experience in compliance, education, grant development, fund raising, program development and implementation, and charter school management. She has worked the last 10 years in various charter schools and is the Chair of the Data Committee Advisory Team and as such, was responsible for the development of the PICCS Warehouse. She oversaw the development of the compensation plans in 10 charter schools in NYC and continues to work with the new cohort of schools and the Buffalo schools. She has been a member of the management team at Wildcat since joining the school in 2006, assisting the school in revising its tracking and reporting systems in special education, student enrollment, Title programs, attendance tracking, teacher certification, fingerprinting, as well as other areas.

Pedagogy: Principal Day-to-Day Roles and Responsibilities. The Principal will report to the ED and have sole responsibility for all pedagogy including the curriculum, educational programming, instruction, student admissions and enrollment, parent relations, implementation of strategies and initiatives to promote and facilitate parent involvement, hiring and evaluation of teachers, class scheduling, assessments, implementation of software tools, teacher evaluations, professional development, scheduling of common planning time, professional learning communities, data driven instruction, and students. With the support of the Assistant Principal, s/he will ensure that all curriculum is mapped to the system, that all teachers have lesson plans that are aligned to the curriculum, and that the common assessments are developed. S/he will develop the schedule and curriculum for the common planning time among teachers. The Principal will be responsible for all aspects of the school's pedagogy, parent involvement, and student outreach and enrollment. The AP will support the Principal as needed.

Mr. Peterman has been identified as the Principal. As described above, he has had successive responsibilities at Wildcat, moving from teaching ELA to most recently the Assistant Principal after attaining his certifications in administration. He is well versed in all the tools in the SIE being proposed at New Dawn, including the Danielson Rubric for Teacher Evaluation as well as the entire PICCS Warehouse and is currently being trained on TERC Using Data strategies. At Wildcat over the past year he has taken on expanded responsibilities for teacher evaluations and observations and for professional development. Mr. Peterman brings a wide range of experience and skills to the position of Principal.

Support Services: Director of Support Services Day-to-Day Responsibilities. The Director, who reports to the ED, will not be hired until Year 3 but responsibilities will include oversight of all support services including social workers, counselors, Internship Program and College Now program as well as working closely with the Principal and AP to develop the curriculum for the Advisories. Until this individual is hired, Dr. Asmussen will assume responsibilities for this role. She has experience as a case worker and is a Certified Rehabilitation Specialist with a specialty in employment for hard to place populations. Internships will not start until year 2 when the Coordinator of the Internship Program will be hired. The College Now program also does not start until year 2, the Coordinator will be hired in year 3. Both the Coordinators of Internships and College Now will report to the ED until the Director is hired.

Compliance: Executive Associate Day-to-Day Responsibilities: The Executive Associate (EA) will report to the ED and have the responsibility for all non-academic aspects of the school including finance (until year 2 when the Director of Finance is hired), facilities, all areas of compliance, health, safety, and data systems. The EA will ensure that all necessary Title requirements in terms of compliance, not academics, are adhered to around those items such as Special Education, ELL, Parent Involvement, Safety Plan, School Security and Policy, School Parent Compact, School Wide Plan, Comprehensive Education Plan, Title Program, among others. The EA will work with the outside accounting agency responsible for bookkeeping, reporting, and fiscal compliance to implement existing develop policies and procedures around purchasing. The EA will modify the Wildcat Staff Manual, which will outline all areas of the school compliance issues. The EA will also be responsible to log and track lottery applications, communicating with parents/guardians interested in the school, schedule tours and meetings, report the status of the applications, and ensure connections to all the systems necessary for a school in NYS/C such as the DOE ATS, nySTART, the NYSED Principal Portal, as well as others.

Fiscal: Director of Finance Day-to-Day Responsibilities. The Director of Finance will report to the ED and will be responsible for purchasing, accounting, payroll, and human resources. This individual will not be hired until year 2 and until that time the Executive Associate and ED, working closely with George Crowley, board member, and the bookkeeping agency hired will be responsible for these responsibilities.

Individuals in charge of each of these organizational components will develop plans for diagnosing, prescribing, monitoring, and remedying as per the Sustainable Data Culture under the SIE.

C.1. Charter Management Organizations

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

D. Staffing and Human Resources

Recruiting and Retaining Effective Staff. Recruiting, selecting, and hiring effective staff is core to the success of any school and student performance is directly related to level of instruction. Not only must there be an aggressive recruiting campaign in place, but there must be a strategy to ensure that the most effective teachers are identified and hired. Once hired, there must be a standardized assessment protocol in place that encourages and supports growth in teachers. Finally there must be incentives built into the staffing and human resource practices that retain the most effective teachers.

Recruiting Teachers. Teacher recruitment will begin upon chartering and be ongoing. Recruitment will include advertisements in print media and internet job search engines, participation at college fairs, and advertising through the charter school community. Working at New Dawn will require not only the entrepreneurial spirit necessary to work at any charter school, but the willingness to work with this at-risk, struggling group of students. Therefore, based on the success of the program at Wildcat, our targeted approach includes working with Hunter College to identify teachers who have the training to work in a transfer school. During the start-up phase we will reach out to other institutions of higher education to

establish this type of relationship as well. Another targeted source of recruitment will be the student teacher pool. Members of the Planning Team have extensive networks in education. Many times schools will have a very promising student teacher but due to lack of openings cannot hire the individual. We will develop a pool of promising new talent based on recommendations from other schools.

Screening Teachers. There will be a three pronged process for hiring. First, the Principal or AP will contact the individual by phone to determine interest in working with this population and to schedule an interview. Second, the teacher will be interviewed by the Hiring Committee and once a candidate has received a positive review from the Committee, he/she will then be required to teach a sample lesson at Wildcat. Once the determination has been made to hire a teacher, a letter will be generated outlining work hours/days, benefits, salary, supervisor, position, responsibilities, and a date by which to respond.

Teacher Growth and Professional Development. It is important in retaining staff that professional growth opportunities are available. All staff at New Dawn will develop individual growth goals for the year. For teachers, this growth can be in three areas: 1) becoming a master teacher; 2) becoming significantly involved in the governance of the school; and 3) continuing education towards becoming an assistant principal or principal. The Danielson Rubric of Professional Development will be used to evaluate teachers. Under Danielson, no one begins as a master teacher; therefore, the first year all teachers will be working towards this category. Teachers can simultaneously become involved in the governance of the school while working towards becoming a master teacher. After a teacher has reached master teacher status and has met their growth goals and been involved in the governance in the school for at least four years, he/she will be eligible to participate in continuing education towards principal certification. An important component of this section of the plan is the daily scheduling of common planning time and professional development. Not only will this growth and development benefit the school by producing engaged, master teachers, but it will help to retain teachers as well.

Incentives. Since student outcomes are a reflection of effective teachers, teachers who are more effective should be dually compensated. Differentiated compensation based on performance has been shown to be a factor in recruiting effective teachers⁴⁰ and retaining effective teachers.⁴¹ Included in the budget is money for across the board raises of 5%. In addition, there is money to award each person up to \$5,000 based on student outcomes. During the planning phase, a Performance Based Compensation Plan will be developed and will be reviewed with the staff for comment for implementation in September.

By integrating all the above components, it will be possible to recruit, train and retain effective teachers.

Staffing Plan and School Growth. The staffing plan mirrors the needs of the students targeted for enrollment in New Dawn and growth over the years is accounted. We are expecting numbers of students classified as IEP and ELL to be greater than that of the district; and our staffing and budgeting reflects this both in terms of supplies and staffing. It is understood that students attending New Dawn will more than likely enter the school below proficiency; therefore, the level of remedial and data support tools is high. We understand that many of our teachers may be younger, more inexperienced and this has been accounted for by providing embedded staff development. There is daily common time in the schedule for teachers to work together in several areas including professional development. To support professional collaboration and teacher effectiveness, the school is purchasing the PICCS Warehouse. Each year the budget grows by the appropriate number of teachers (all classes are assumed to be an average of 20

⁴⁰ Franklin, S., O'Hara, E., & Milanowski, T. (2011). *Integrating PBCS with strategies for strengthening the educator workforce*, paper presented at the Teacher Incentive Fund Grantee Meeting on February 3-4, 2011 in Alexandria, VA.

⁴¹ Toledo Public Schools (2011). *TRACS: Toledo review and alternative compensation system teacher incentive fund*, paper present at the Teacher Incentive Fund Grantee Meeting on February 3-4, 2011 in Alexandria, VA.

students). Additional teachers in special education and ESL are budgeted on the basis of the predicted growth of these populations. More support staff will be added as well including social workers, ELL, PE, arts, music, Special Ed, LOTE, and Technology teachers, counselors, as well as assistants. All of this is reflected in the budget. Please see the staffing chart on page 30.

Non-Certified Instructional Staff. New Dawn does not plan on hiring any core instructional staff that is not NYSED certified in their content area. The one exception might be the music and art teachers. However these individuals will still be required to teach a sample lesson at Wildcat and their past employment history must include teaching in some capacity.

Student Assessment Data, Using Data to Inform Instruction, and RTTT Alignment. Using data to inform every aspect of the school's program is not a standalone activity but is the core principle underlying the organization at New Dawn and has been fully outlined throughout this application. To this end, New Dawn will implement the School Improvement Engine (SIE) and the Sustainable Data Culture which includes not only the tools and means to gather real time data (PICCS Warehouse), but the strategies by which to use the data (TERC Using Data).

As discussed previously, the four administrators and educators on the planning team have all been trained in the School Improvement Engine through PICCS,⁴² with one actually being the lead developer of the SIE (Frank San Felice). This model includes the development of ILPs by students, mapping the curriculum, developing common assessments, tracking student performance, and classroom and school leader evaluations. This data all aligns and is then used to inform instruction under the TERC Using Data.⁴³ The results of the implementation of the SIE in the original 10 NYC charter schools has been so successful⁴⁴ that the US DOE has granted two additional projects totaling \$17.5 million to CEI-PEA for implementation of the same model at seven NYC charter schools and six Buffalo charter schools.⁴⁵ New Dawn will implement all aspects of the SIE, including the compensation plan based on student outcomes. All staff will be eligible to receive an incentive of up to \$5,000 based on student outcomes. The entire SIE aligns with NYSED's Race to the Top program as well.

Employer-Employee Relationships. An effective relationship will be established by instituting a system of facilitative leadership. Traditional hierarchical leadership structures meant that the person at the top makes work place decisions by using his/her authority which can lead to lack of commitment on the part of staff and the creation of an "us versus them" culture.⁴⁶ Moving away from this culture, and developing a shared leadership culture is reflected in the teacher growth plan. We want teachers to be involved in the governance of the school. This leads to more committed teachers, better prepared teachers, and teachers who feel they have a stake in school outcomes. Today schools are much too large, and students much too complex, to rely on the one person, all decision hierarchical model. Companies and schools using facilitative leadership have even been shown to produce better outcomes than authoritarian models of employer-employee relationships.⁴⁷

E. Student Recruitment, Enrollment, and Evidence of Demand

Recruitment Plan: Need in the community was discussed earlier based on the large numbers of students who are in need of transfer schools, particularly for ELL students. New Dawn recruitment will entail a

⁴² From <http://www.piccs.org/publications.html> downloaded on January 23, 2011.

⁴³ From <http://usingdata.terc.edu/> downloaded on January 23, 2011.

⁴⁴ From http://www.nypost.com/p/news/local/charter_teachers_or_as_their_pupils_6fjSxF4dFhIIdrAV3ypjSO download on January 23, 2011.

⁴⁵ From <http://www2.ed.gov/programs/teacherincentive/awards.html#8> downloaded on January 23, 2011.

⁴⁶ Downloaded from <http://www.practical-management-skills.com/facilitative-leadership.html> on March 2, 2011.

⁴⁷ Lashway, L. (1995). *Facilitative leadership*. Clearing House for Educational Policy and Management.

multi-pronged approach and will include reaching out to schools in the community, community centers, group homes, businesses, parents, and any number of places where our target student population or their families congregate. The first step is to build community support and name recognition. To this end, having people available who speak the various languages is absolutely essential. We currently have Spanish, Arabic, and Chinese speakers who have been outreaching to the community. Our materials are already published in English, Spanish, Cantonese, and a Chinese regional dialect and are being prepared in Arabic. We have been reaching out to the CSD 15 Superintendent, local community board, CBOs, hospital, businesses and the area Assemblyman. Through this we hope not only to gain community support, but spread the word about the services of the school.

The second step in the recruitment process begins once the school is chartered, reaching out to students in need. This group is somewhat elusive because the majority will probably not be in any school; however, there are a number of places where we will be able to gain access to these former/future students. First, we will do the very traditional recruitment of advertising in the many local papers, including those published in languages other than English, as well as distributing fliers in locations where people in need will see them, in the languages appropriate to that area. Second, we have reached out to existing high schools which our students would have attended and they are committed to working with us. Third, there will be a plan in place to recruit students from other civil service, CBO and health care facilities in the neighborhood. Fourth, we will reach out to locations where the students in need of services themselves will congregate, including local pool halls, internet cafes, cantinas, coffee shops, and youth service organizations. We already have these locations identified and we will recruit existing Wildcat students through the Wildcat Internship Program to conduct this outreach for us. These students will be fully trained and monitored to complete this aspect of the recruitment phase. Finally we are marketing the program to the community on the street. We have currently obtained several hundred signatures from the community in support of the school. We will continue this grassroots strategy to market the school.

F. Community Involvement

Success of New Dawn will be partially based on the quality of the relationships with various stakeholders in the community. The Board will have a Community Relations Committee formed to deal with this and the involvement of parents in the school. Below are the initial plans.

Parent Involvement: Involvement of parents in the school will be facilitated by the hiring of a Community/Parent Coordinator and the identification of the five core parents as discussed earlier. All traditional strategies will be used to involve parents such as the development of a Parents Association, having a parent on the Board, and holding parent nights at the school. We hear from parents, as well as students, about the need for more transfer school particularly in Brooklyn. We are working with parents at this time in identifying space for the school and getting the word out about the school.

Community Involvement: The Community Liaisons are currently collecting signatures of support for the school and the community will definitely be involved in the development of Internships. Mr. Tabano has reached out to principals in the community, including the Sunset Park High School, Fort Hamilton High School and Lillian Rashkin High School. We have met, and continue to meet, with the Community Board #7 and Lutheran Hospital as we continue to develop plans for the school. We have reached out to Councilwoman Sara Gonzalez, Representative Felix Ortiz, and Congresswoman Nadia Velasquez.

Community Partnerships: To date the community partnerships which we have established include: South Brooklyn IDT, Civic Builders, and Fillmore to assist the school in identifying temporary and permanent space for the school. We have submitted the application packet to the District Superintendent. We have established a partnership with Mitaxa, the largest Hispanic advocacy group, as well as the Chinese American Association the largest Chinese advocacy group in the neighborhood. We have an established relationship with Lutheran Hospital as well and CUNY. We will continue to develop

partnerships and have them submit letters of support through the State's email address.

F.1. Joint Application

Name of Organization: Borough of Manhattan Community College, The City University of New York (BMCC, CUNY)

Name of Contact Person: Peter A. Williams, Director, CUNY College Now

Contact Information: 70 Murray Street, Room 1206A; New York, NY 10007

Phone: 212-346-8490; Fax: 212-346-8488; email: PWilliams@bmcc.cuny.edu

Description of the nature and purpose of the proposed affiliation: CUNY will provide students at New Dawn the opportunity to attend college prior to graduating. The College Now program begins with a pre-college program which will be implemented into the advisories. A teacher from New Dawn will be trained by staff at College Now on this curriculum. Following completion of the pre-college program, students will attend classes on one of the CUNY campuses. There is never any cost to the student or the school other than the teacher time to teach the pre-college course. College Now is a collaborative program between CUNY and NYC DOE and it aims to give students a head start in college while helping them to do better in high school. The program offers academic courses tutoring, arts, campus tours, and more. College Now is a well established program which began at Kingsborough College in 1984. Today the program is available to over 200 high schools at 17 CUNY campuses, including one other transfer school. Please see the letter of support attached to the end of this narrative on page 40.

III. FINANCIAL PLAN

A.1. Charter School Budget and Cash Flow Template

The budget and cash flow template is attached at the end of this application.

Start-Up Costs: The start-up period will run from January 2012 through June 30, 2012, and costs during this period are minimal including hiring the Principal and Executive Associate for the purpose of getting the school up and running, as well as overseeing the lottery process. Wildcat will provide office space during this time and thus the only costs to the school are salaries and benefits for the full-time staff, minimal office expenses (including computers and furniture, legal/accounting fees, D&O and other insurance and costs related to recruitment of teachers and students). The total start-up budget is \$155,000. The Nonprofit Finance Fund⁴⁸ has agreed to open a line of credit for New Dawn if chartered to cover these costs. The Nonprofit Finance Fund has loaned other charter schools money for this purpose include The New Heights Academy Charter School. There is a reasonable payback schedule included in the budget and this line of credit is paid off within three years of enrollment. The school will immediately begin its fund raising efforts once chartered including submitting a proposal to the Walton Foundation, CCP, SSF, as well as the Center for Charter Schools start-up grant.

Revenue: The New Dawn start-up budget plan, first-year budget and the five-year budget plan presented in Attachment 17 are realistic and financially sound. The budget reflects conservative assumptions on both the revenue and expense side. New Dawn is assured that it will be able to operate each year with a balanced budget in each of the five years of its first charter period.

- The School assumes a flat \$13,527 per pupil revenue from the District over the life of the charter.
- The School assumes it will receive the New York City DYCD Start-up Grant in year one of operations at the current levels of per pupil support, but assumes no other funding other than the line of credit.

⁴⁸ See <http://nonprofitfinancefund.org/> for more information.

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- While the School assumes it will have a special needs population larger than the District, approximately 24% of its students, New Dawn will assume for *revenue* budgeting purposes that 55% of all of its special education students will receive services for less than 20% of the day—a very conservative assumption. On the expense side, the School assumes it will have special needs students requiring services *greater* than 20% of the day. Thus, expenses include a comprehensive special needs program including staffing, professional development and staff training for serving special needs students; and curriculum and instructional materials, etc. needed by students with special needs.
- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books @ \$165 per student.
- The School assumes 85% of its students will be eligible for free- and reduced-priced lunch for Title I revenue purposes.
- While the School will apply for all eligible Title funding, we are only assuming receipt of Title I.
- There is full insurance coverage for all periods including start-up.

Below is the staffing over the life of the grant.

Position	On Budget	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	Line 70		1	1	1	1	1
Principal	Line 71	1	1	1	1	1	1
Assistant Principal	Line 72		1	1	1	1	1
Special Ed Coordinator	Line 72			1	1	1	1
Dir. of Support Services	Line 72				1	1	1
Director of Finance	Line 73			1	1	1	1
Executive Associate	Line 74	1	1	1	1	1	1
Office Assistant/Aides	Line 75		1	1	2	3	3
Technology Assistant	Line 75		1	1	1	1	1
Accounting Assistant	Line 75				1	1	1
Purchasing Agent	Line 75					1	1
Core Subject Teachers	Line 79		5	9	14	18	18
Special Ed Teachers	Line 80		1	2	3	4	4
ELL Teacher	Line 83		1	1	2	2	2
PE Teacher	Line 83		1	1	1	1	1
Spanish Teacher	Line 83			1	1	1	1
Technology Teacher	Line 83			1	1	1	1
Fine Arts/Music	Line 83			1	2	2	2
Aides/Parent-Community Coordinator	Line 84		1	2	3	3	3
Social Worker	Line 85		1	1	2	3	3
Counselor	Line 85		1	2	2	3	3
Internship Program Staff	Line 86			1	1	2	2
College Program Staff	Line 86				1	2	2
Custodian	Line 92		1	1	1	2	2
Total		2	18	31	45	57	57
Number of Students		0	150	250	400	500	500

Monies in the “Other” line item under Instructional Personnel Costs in the budget are for part-time Music, Art, and Technology teachers. In year two when the Art and Technology teachers are hired, there is money set aside for the part-time Music Teacher. In year 3, a full time Music teacher is hired.

New Dawn has proposed competitive salaries for all administrators and instructional staff. Salaries are expected to grow by 5% per year which is attributed to salaries in the next year. Included in the Fringe/Employee Benefits is \$5,000 per staff for additional compensation which will be based on student outcomes. Payroll taxes are estimated at 11.5%, benefits are at 18%, and pension is estimated at 3%.

As stated above, once chartered we will begin to apply for all monies for which the school is eligible. In the event that we receive money, we will be modifying the staffing based on our identified needs by hiring staff prior to the above table. Should this be the case, we will hire as early as possible the following staff in this order: Special Education Coordinator, Directors of Finance and Support Services.

Rent is calculated at \$22.50 per square foot, more than the actual rent costs in the neighborhood and in identified spaces. The budget includes all costs of running the school including academic purchases, textbooks, assessment program (including software), furniture for students and staff, computers, white boards for each room, utilities, major maintenance, and insurance among other daily costs.

The projected cash flow for year 1 is balanced every month, except for June because June includes the costs of the annual audit at \$20,000; however, this will not be paid out until the next fiscal year. This was included just to show an expense that we realize will be due. These costs include \$48,000 pay back of the loan from the start-up year.

REVENUE LESS EXPENSES

New Dawn is showing a balanced budget each year of the charter, including the start-up phase. Further, New Dawn will begin raising money once chartered to ensure that the budget remains balanced. The plans are discussed in the Grants section. Below are the projected costs:

	SY 2012-13	FY 2012	FY 2013	FY 2014	FY 2015
Showing	\$18,285	\$41,863	\$515,014	\$560,663	\$294,679
Actual Final*	\$18,285	\$60,148	\$575,162	\$1,135,825	\$1,430,504

*Includes prior year carry over

The assumptions are very conservative. The budget includes no fund raising or grant (except DYCD start-up funds) monies that have not already been secured. The salaries are slightly above market rate, based on the need to attract the best teachers. Further, the figures above assume 0% turn-over in staff, as well as the assumption that all staff will get an annual increase of 5%, that all will receive full compensation based on student outcomes, and every teacher will take every sick day off (substitute teachers). Without any additional fund raising or securing any further grants, the school still has a surplus of \$1,430,504 with no increase in the per pupil funding by the final year of the charter. Undoubtedly staffing issues will arise and we will make adjustments to the budget as we move forward; however, we want to begin to show increases in year 3 as we move into our permanent building to account for all the costs associated with such a move.

GRANTS

Even though not included in the budget, the Planning Team will immediately apply for both the Walton Family Foundation grant, CSP monies (if available), SFF, and Centered monies once chartered, as well as any other monies as they become available and as applicable.

A.2. Budget Information for Applicants Applying for a CSP Grant

New Dawn will be applying for a CSP award as per NYSED instructions when appropriate.

B. Financial Management

Financial Audit: The School fully understands its obligations for an annual independent audit of its finances. An independent firm will be hired to audit the records of New Dawn each year according to General Acceptable Government Accounting Standards (GAGAS). Once required, the School is prepared to conduct an A-133 circular audit. This procedure is outlined in the Financial Policies and costs are included in the budget. New Dawn understands the importance of transparency in terms of its financial obligations. To this end, the a Financial Report will be presented to the Board of Trustees for approval which will then be submitted to the NYSED, NYC DOE, and will be posted to the School's website for general public review.

Insurance: Full insurance coverage at all levels will be purchased and is discussed below. This is included in the budget and insurance will be purchased once chartered and will cover the start-up period (January 1, 2012 through June 30, 2012) as well as the actual school year. This insurance will include full liability insurance to indemnify the school, the Board, staff and teachers against claims.

Tracking: In a transfer school, the tracking of students is a core component of the educational program. The Executive Associate and ED will be responsible for this data will be reported at every Board meeting for review by members. The base tracking system is the NYC DOE's ATS (Automate the Schools) system. ATS is the system which NYSED uses to download data for the purpose of calculating AYP under NCLB. ATS tracks lunch status, special education (CAPS), enrollment, attendance, NYSED testing results, ELL status among other variables including high school cohort groups, Regents scores, graduation status, metro card distribution, health and immunization, and guardianship among other variables. This data will be downloaded to the PICCS Warehouse for integration with school-based data.

Financial Policies: The ED will oversee the daily fiscal and accounting functions of the School and will report to the Board. The Board will have overall responsibility for the fiscal oversight. Prior to August, all back office bookkeeping which will include setting up of all systems, finalization of fiscal policies, establishing purchasing and payroll systems, as well as all other fiscal matters will be completed. An accounting company will be identified to maintain the books at New Dawn until the Financial Officer is hired. The company, working closely with the ED and EA will establish and implement these policies at the school level, and will analyze, reconcile and adjust account balances, to ensure the records are maintained in accordance with GAGAS. The accounting firm will also develop the School's chart of accounts and implement an accounting software system. For auditing purposes, a second firm will be contracted to conduct an annual audit each year. In year 2, the Financial Officer will be hired and take over all procedures. Wildcat has developed an initial internal financial controls policy and procedure manual that dictates the policies and procedures related to the School's financial transactions and activities which New Dawn will implement. The New Dawn Board will review and approve/modify these policies and procedures. The manual addresses the following particular areas:

Payroll Policy: The School shall maintain a payroll system approved by the Board.

Procedure: Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The School will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly, by direct deposit and will receive a check stub. Employee time sheets will be maintained daily. Each pay period, time sheets will be signed by the employee and approved by a supervisor, then forwarded to the EA who will review them for accuracy before forwarding for payroll processing. The EA will receive all completed payroll reports and paychecks from the payroll service and will review the payroll reports and document approval. All payroll changes will be authorized by the ED or Principal. Each payroll will be recorded to

the accounting system, including any payroll accruals, in accordance with GAGAS. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

Purchases Policy: Guiding the purchase of all goods and services will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school.

Procedure: When a product or professional service contract is to be purchased that costs more than \$15,000, the EA shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The reasons for selecting the chosen option must be documented. The Finance Committee of the Board shall provide final approval of the selection and present to the full Board for a vote. In cases in which there are a very limited number of professionals who provide the needed service, the EA will make every reasonable attempt to secure more than one bid and will document these efforts. All contractual agreements shall be in writing, and signed and dated by the ED and approved by the Board. For purchases greater than \$10,000, the EA will execute a *Purchase Order* for approval by the full Board and by the ED for purchases less than \$10,000.

Accounting and audit requirements Policy: Independent audits of the financial statements shall be conducted annually by a NYS CPA selected by the Board. Annual financial audits will be conducted in accordance with GAGAS. Financial regulatory forms shall be completed as necessary by New Dawn or an accounting firm selected by the Board.

Procedure: Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the ED and submitted to the Board for review. All audits shall include a management letter. The Annual Financial Report will be submitted to the NYSED, NYC DOE, and posted to the New Dawn website.

Cash management and investing: The following areas from the Internal Financial Controls Policy relate to cash management and investing:

Investment Policies Policy: The School's funds shall be invested in money market funds, certificates of deposits and/or other reasonable and conservative investment instruments.

Procedure: The ED, with the approval of the Board, shall identify excess funds available for investment, and approve the transfer of such funds.

Borrowing Funds Policy: All borrowing of funds and the establishment or increase of all credit lines must be approved by the Board.

Procedure: Based on annual audits, financial statements, and cash flow projections, the ED may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The ED shall alert the Board if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board may amend the borrowing policy and credit limits.

Petty Cash Policy: The School shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$250.

Procedure: The EA shall reimburse employees for out-of-pocket expenses, not to exceed \$250, upon submission of a petty cash reimbursement voucher, approved by the ED or Principal, and substantiating receipts. The EA will verify all receipts as required for all reimbursements, make approved payments, and maintain petty cash. The accounting firm will reconcile the petty cash fund to receipts weekly. Replenishment of the petty cash fund will be documented by the reconciliation along with a check request signed by the ED. Under no circumstances will sales tax be reimbursed.

Accounts Receivable Policy: The School will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

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

Accounts Payable Policy: The School, whenever practical, shall pay bills within 60 days of their issue, unless a dispute arises. Bills of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both New Dawn and the vendor.

Procedure: All accounts payable shall be recorded on the accrual basis in accordance with GAAP. Accounts payable shall be maintained by the accounting firm who shall ensure timely payment and the development of payment plans. Further, s/he shall maintain a schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount and payable description and account. Payments of bills shall be processed on or about the end of each week. All purchases in excess of \$10,000 shall be approved by the Board. All bills will be approved by the ED prior to payment. No payment will be made without a properly approved bill or other supporting documentation, including, but not limited to, signed and dated packing slips. The Board shall approve all contracts and loans.

C. Facility

New Dawn does not currently have a facility, although we know the school will be located in Sunset Park Brooklyn. While we have no interest in shared space, we would consider empty DOE space for the first 3 years while the permanent building is being completed. Because this is a high school, we have stated that we could be based in a nearby neighborhood during the first three years. This would include Bay Ridge, Park Slope, Downtown Brooklyn—all neighborhoods which are on the R line and Sunset Park bus routes.

If the DOE cannot accommodate New Dawn, we will lease temporary space. Working with Maureen Coughlin, Director, Charter School Division of Fillmore Real Estate, an approved school space has been identified at 255 Butler in Park Slope as a possible location. Space is \$22 a square foot, a cost which includes renovation. A second space which has also been approved as school space is located at 213 40th Street in Sunset Park. We are also working with the Southwest Brooklyn Industrial Development Group to identify space as well. They keep an extensive listing of spaces large enough for a school priced anywhere from \$7 to \$14 a square foot.⁴⁹ With minimal renovations we estimate we can find space for \$20 a square foot (there is \$22.50 per square foot in the budget).

Finally, Civic Builders (see letter, page 57 Attachments) has agreed to work with New Dawn if chartered to build a permanent building for the school. Civic Builders assists the school develop the financing, identify a space, and then develops the building based on the needs of the school.

D. Transportation

The NYC DOE is responsible for providing transportation services to the students of New Dawn who will receive the same transportation services as other NYC public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined by and provided by the Office of Pupil Transportation (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's Regulation A-801. The school will adhere to all Metro Card eligibility, distribution, and safe keeping procedures under the Chancellor's Regulation A-801, following the guidelines as outlined in the OPT Manual.

⁴⁹ See <http://www.sbidec.org/listings/> for a full listing in Sunset Park.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parents.

While New Dawn will be recruiting from Sunset Park, as a charter school enrollment is open to all NYC students. So while we expect the majority of students to come from the neighborhood, Sunset Park is located on the R, N, and D trains which are central to all Brooklyn mass transit in close by Park Slope. The R, N, and D trains can be accessed at the Atlantic Terminal by the 2, 3, 4, 5, Q, and B trains. A new transfer station at Jay Street/MetroTech in downtown Brooklyn now connects the R train and the A, C, E, and F trains. Further, there are a number of buses that also serve this area including the B9, B11, B35, B63, B70, along with two Express Buses serving Staten Island. Private school and public school students have the same Metro Card options as students at New Dawn.

E. Food Service

Breakfast and lunch will be provided by the NYC Department of Education's School Meals Program. Breakfast is free and lunch is \$1.50 and all students will have access to both meals. During the start-up phase, the EA will work with staff from the School Meals Program to ensure that there is a schedule for delivering the food to New Dawn. At least two staff will be trained in Food Safety through the NYC DOE's School Food HAACP Program in order to distribute the meals and snacks. More staff will be trained as the number of students grows.

To determine free and reduced lunch status (the status can be carried over from the prior school year as per Chancellor's Regulation A-810 II.D), parents/guardians will be asked to complete the School Meal Application, Form SD1041. During orientation, computers will be available for families to access the new Online School Meals Application directly. For those families who chose to complete the paper form, this will be scanned into the school's database through ATS. From this data students will receive either a free lunch, half-fare lunch, or will be asked to pay the full price based on income requirements. No student will be denied lunch due to lack of funds regardless of their free and reduced lunch status.

F. Insurance

Even though we have not yet identified a building, Summit Coverages in Brooklyn was willing to give us a rough verbal estimate of \$25,000. Further, our contact at Summit explained that of course as Brokers they would provide a bundled policy but in order to get the insurance that best fits the needs of the school, separate applications must initially be completed in each of the areas listed in the Charter Application. Further, determining the excess liability or umbrella costs will be an extensive conversation based on the needs of the school and the community and other variables such as the type of community work students do, what other evening programs are run out of the building, and if there are sports programs. Also, the surety bond for the financial officer will be based on the school's final budget. Therefore, insurance costs are included in the budget at \$25,000 for the first year and growing as the school grows. Included in any insurance will be, as requested in the application: Directors' and Officers' Liability, Commercial General Comprehensive Liability, Educators' Legal Liability, Employment Practices Liability, Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits), Automobile Liability, Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability), Workers Compensation Liability and a Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school. Once chartered, the Trustees will begin the process of identifying insurance that provides full coverage to the school. The policy will of course be made available to both the NYSED and the NYC DOE for review and the school will not begin operation

until all the appropriate insurance policies are effective.

The New Dawn Board of Trustees will ensure that appropriate insurance is in place for any building, clearly spelling out the school’s responsibility to obtain full insurance coverage needed to run a school.

G. Pre-Opening Plan

Below is a Gantt Chart outlining the pre-opening plan for the school. This chart is organized based on groups of tasks. Following the chart is a more detailed description of each of the tasks.

Timeline January 2012 – August 2012

Note: ED = Executive Dir.; P=Principal; AP=Ass’t. Principal; EA=Executive Associate; BoT = Board of Trustees

Tasks	January	February	March	April	May	June	July	August	Responsible Party
<i>Hire Staff</i>									
1.Hire AP and EA	←								ED and P
2.Marketing for remaining staff									P, AP, and BoT
3.Hire remaining staff									P, AP, and Hiring Com.
<i>Outreach, Lottery, Enrollment</i>									
4.Student/Family Outreach	←								P, AP, ED, and BoT
5.Student Lottery									P, EA
6.Acceptance Packages to families									EA, P
7.Collect paperwork for students									EA
8.Request records for students new to the DOE public school system									EA & P, AP when necessary
9.Submit student application info to NYC DOE (& NYSED if required)									P, EA
<i>Facilities</i>									
10. Identify temporary site	←								Fillmore/SBIDT/DOE, BoT, ED
11. Renovate site									Landlord
12. Sign contract w/Civic Builders									BoT, CB
13. Obtain Certificate of Occupancy									Landlord, ED
14. Move into temporary space									All staff
<i>Furniture, Equipment, Supplies</i>									
15. Delivery of all furniture and equipment									All staff
16. Set up phones, electric, gas, & other utility									EA, Principal
17. Set up classroom and educational space with furniture, fixtures, equipment									Principal, AP, ED, EA
18. Set up classrooms									Teachers, Prin., AP
<i>Services Compliance, Educational Materials and Compliance</i>									
19. Communicate with Office of Pupil Trans (OPT), submit required info & notify parents of issuance of student Metrocards									→ EA
20. Communicate with Office of School Food, submit required information									→ EA

**New Dawn Charter High School
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21. CPR Training & purchase required defibrillators											P, AP, & School Nurse once hired
22. Develop and finalize accountability plan											ED, P, AP, BoT & SED
23. Finalize text choices and all aspects of educational program											P, AP, Education Committee of BoT
24. Order & accept delivery of all instructional materials											P & AP
25. Order NYSED tests											P & AP
<i>Fiscal, Policies & Procedures</i>											
26. Obtain 501(c)(3) Status for School											ED & BoT
27. Refine & adopt internal financial controls policies & procedures											BoT & ED
28. Develop, implement fund raising plan and apply for grants from Walton, DYCD, CSP, SSF, among others											Grant Writer, ED, overseen by BoT
29. Secure independent CPA for audit purposes											BoT
30. Secure Bookkeeping services											BoT
31. Establish all relevant financial systems											ED & BoT
32. Establish and adopt all policies and procedures											ED, P, AP, BoT, parents
33. Submit unaudited revenue/expense statements to NYSED (& DOE if required)											Bookkeeping Service, ED
<i>Professional Develop. & School Opening</i>											
34. Develop curriculum for Advisories											P, AP, Counselors, ED
35. Develop parental involvement plan											P, BoT
36. Develop agenda, hire consultants training											P, AP, ED & Bot
37. PD for staff (2-week training institute)											Consultants, P, AP
38. Develop Performance Based Incentive Plan											ED, P, AP, Teachers, BoT
39. New Student Orientation and their parents											All Staff
40. First Parent Association Meeting											Parents with support of P, AP, Counselors
SCHOOL STARTS											Everyone

Explanation of Pre-Opening Tasks. The following is a more in-depth description of the above items.

Staff Hiring: The Principal and ED will hire the Executive Associate to begin work on January 2, 2012. Marketing for new hires for all positions will be ongoing from January on and all remaining staff will be hired by August 1, 2012.

Outreach, Lottery, Enrollment: Outreach to parents, students, and the community will begin immediately after chartering and will continue up until the lottery closes on April 1 at 9 a.m. If there are not enough students to fill all 150 seats, outreach and marketing to the community will continue. The Executive Associate with support of the Principal will be responsible tracking, the Principal will be responsible for outreach. Based on the parameters developed by NYSED, a lottery, if necessary, will be held. All students selected for a seat will receive acceptance packages which will include information about orientation and important school dates as well as all the required paperwork necessary for enrollment. This paperwork will include: student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release

Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork. For those students not on ATS (students new to NYC), their records will be requested from their prior schools. Students will be enrolled on ATS. New Dawn will adhere to all local, city, state and federal regulations concerning all enrollment issues and will file all reports as required.

Facilities: Facilities is one of the most important aspects of the charter school start-up. There will be two ongoing tasks: identifying a temporary space and securing a permanent space. The Executive Director and Chair of the Board will begin contacting the NYC DOE immediately to determine if there is any empty space available. At the same time, we will continue to work with SBIDT and Fillmore Real Estate to identify community spaces. Minor renovations will begin immediately on the identified temporary space. The leadership will begin as soon as possible on attaining the Certificate of Occupancy. In the meantime we will also start the contractual process with Civic Builders to begin the search for the permanent space.

Furniture, Equipment, Supplies: Tasks include the ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September, including ordering of the fireproof safe for testing materials, the fireproof locked cabinet for IEP records, as well as getting all utilities turned on in the school's name. All wiring for technology and kitchen equipment will be installed by the architect during renovations. The leadership will begin as soon as possible on attaining the COO since these are difficult to get in a timely fashion in NYC. Everything will be in place for students by August 2012.

Services Compliance, Educational Materials and Compliance: These tasks encompass all those items necessary for the school to ensure safety. Metrocards and food for students will be available for the first day of school, staff will be trained on CPR, and all education materials will be finalized and ordered in time for a July delivery. This includes ordering the NYSED tests needed. Finally, the ED and Principal will develop the Accountability Plan for the school.

Fiscal, Policies & Procedures: Under this group of tasks is the securing of the 501(c)(3) status for this school which will start immediately upon chartering. Following this the development plan will be implemented. During this time, all policies and procedures will be adopted by the Trustees. These policies and procedures include, but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. During the school year, the Principal and AP will work with parents developing the necessary Title documents. The unaudited revenue/expense statements will be submitted by the August 31.

Professional Development and School Opening: Under this category is included all those activities necessary for the school to open its doors including the two-week New Dawn staff training institute which will take place in August. During this time there will be an intensive orientation to the philosophy and structure of New Dawn, rules for behavior, dress, attendance, etc., for both staff and students will be reviewed. The staff development and growth plan will be reviewed during this time as will all the tools to be used under the SIE. Staff will receive professional development in various areas including the SunGard suite of software services, Scantron, expected assessment program, appropriate use of prep times, expected use of common planning times, as well as classroom techniques in the areas of classroom management, differentiated instruction, and curriculum. Teachers will map out their first semester lesson plans in all areas and begin work on the Common Benchmark Assessments in each core area.

The orientation of students and parents will also stress the importance of expected behavior and outcomes. Students will be given their class schedules at this time. They and their parents will meet with teachers as well as other staff. During this time parents will have their first Parent's Association.

John V. Lindsay Wildcat Academy Charter School

17 Battery Place•1st Floor•New York, NY 10004•212.209.6036•fax 212.635.3874
1239 Lafayette Avenue•Bronx, New York 10474•212-209-6119•fax 212-918-0750

Ronald Tabano, CEO/Principal

To Whom It May Concern,

As the CEO of the John V Lindsay Wildcat Academy, I authorize the sharing without cost of any pertinent and applicable documents with New Dawn Charter High School.

I am also verifying that there will be no monetary exchanges or conflicts of interest between the two distinct charter schools. All business matters will be handled in accordance with the applicable policies and procedures that apply to any business transactions.

Respectfully,



Ronald Tabano
CEO/Principal
JVL Wildcat Charter School



Partnerships & Collaborative Programs

Borough of Manhattan Community College 199 Chambers Street
The City University of New York New York, NY 10007-1097
www.bmcc.cuny.edu tel. 212-220-8035
fax. 212-220-8319

College Now (at Borough of Manhattan Community College)
70 Murray Street, Room 1206A
New York, NY 10007

Tel: 212-346-8490
Fax: 212-346-8488

March 3, 2011

Sara M. Asmussen, Ph.D.
Lead Applicant, New Dawn Charter School (Proposed)



Dear Dr. Asmussen:

We understand that you and your group will be applying for a charter through the New York State Education Department to open New Dawn Charter High School. As the Director of Academic Affairs for the College Now program at the Borough of Manhattan Community College, The City University of New York, we are excited about helping you develop your college program.

College Now, a collaborative program of CUNY and the New York City Department of Education aims to give students a head start in college while helping them to do better in high school. The program offers academic courses, tutoring, arts, campus tours and more. College Now is a well established program which began at Kingsborough Community College in 1984. Today the program is available to students at over 200 high schools and 17 CUNY campuses, including a transfer school serving over-aged and under-credited students.

We will work with your group in developing a plan that aligns with our existing College Now program. CUNY will provide all curriculum materials, including the Pre-College Courses & Workshops, the 0-College Credit/Gateway Courses, and the College-Credit Courses. As part of the program, CUNY will provide at no cost to the school, professional development for the teacher who will be in charge of the curriculum and program at the school, as well as provide college professors who will teach the courses for the College-Credit Courses on campus. There is never any tuition for College Now courses, books, or activities.

We look forward to working with you on the development of your program. Once your school has received the approved charter we will complete the formal agreement and look to begin implementation in the fall of 2012.

Good luck with your application.

Sincerely yours,

Peter A. Williams
Director, CUNY College Now
Borough of Manhattan Community College

New Dawn Charter High School

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Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Sara M. Asmussen, Ph.D.	Founding Member/Proposed School Employee
Ronald Tabano	Founding Member/Proposed Board Member
Ed Peterman	Founding Member/Proposed School Employee
Lisa DiGaudio	Founding Member/Proposed Board Member
Marco Castro	Founding Member/Volunteer Board Community Committee
Samir Souidi	Founding Member/Proposed Board Member
Leslie Winter	Founding Member/Volunteer Board Facilities Committee
Frank San Felice	Proposed Board Member
George Crowley	Proposed Board Member
Alicia A. McFarlane, J.D.	Proposed Board Member

Attachment 2: Certification Statement

Proposed Charter School Name: New Dawn Charter High School

Proposed School Location (District): CSD 15, New York City

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

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

Signature of Lead Applicant/
Authorized Person: *Sara M. Asmussen* Date: February 28, 2010

(Please label the copy that has original signatures)

Print/Type Name: Sara M. Asmussen

Address: _____

Daytime Phone:

Email:

Attachment 3 – Samples of Daily Schedules

The following schedule will be for those students with fewer than 11 credits.

Fall 2012 – Intensive Grade 9 Program									
Period	Time	RM 100	RM 101	Rm 102	Rm 103	RM 104	RM 105	Rm 106	RM 107
		TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
1	9:00 - 9:50	PREP	Push IN Math	US Hist. 1	Liv. Environ1	Int Alg. 1	Creative Writing	ESL	Gym
2	9:55 - 10:45	Glob Stud1	Push In Science	US Hist. 1	Gen Sci	Int Alg. 1	English1A	Spanish 1	Gym
3	10:50 - 11:40	Glob Stud1		US Hist. 2		Int Alg. 2	English1A	ESL	Gym
4	11:45 - 12:35	Global Research	SETTS	US Hist.2	Science Research	Int Alg.2	World Literature	Pull Out	Gym
5	12:40 - 1:30	LUNCH							
6	1:35 - 2:25	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
7	2:30 - 3:20	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
8	3:30- 5:00	Art/Music	Art/Music	Art/Music	Art/Music	Art/Music	Art/Music	Art/Music	Art/Music

Beginning in Fall 2013, the following schedule will be for those students in grades 10 through 12 who are participating in the Internship Program. Students will attend school one week and work on internships in the community the following week.

Fall 2012 – Grades 10 through 12									
Period	Time	RM 100	RM 101	RM 102	RM 103	RM 104	RM 105	RM 106	RM107
		TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
1	9:00 - 9:50	PREP	Push In Math	US History 1	Living Environment 1	Integrated Algebra 1	Creative Writing	ESL	Gym
2	9:55 - 10:45	Global 1	Push In Science	US History 1	General Science	Integrated Algebra 1	English 1A	Spanish 1	
3	10:50 - 11:40	Global 1	Prep	US History 2		Integrated Algebra 2	English 1A	ESL	Gym
4	11:45 - 12:35	Global Research		US History Research	Science Research		World Literature	Pull Out	Gym
5	12:40 - 1:30	LUNCH							
6	1:35 - 2:25	Global 2	SETTS	US History 2	Living Environment 1	Integrated Algebra 2		Spanish 1	Gym
7	2:30 - 3:20	Global 2	SETTS		General Science	Integrated Algebra 1	English 1B		Gym
8	3:30 - 5:00	ART/Music/Advisory	Art/Music/Advisory	Art/Music/Advisory	ART/Music/Advisory	Art/Music/Advisory	ART/Music/Adv	Art/ Music/Adv	

Beginning in the fall of 2013, students who are attending college will use this schedule, attending college in the last period of the day, Saturdays and during the summer.

Fall 2013									
Period	Time	RM 100	RM 101	RM 102	RM 103	RM104	RM 105	RM 106	RM 107
		TBA							
1	9:00 - 9:50	PREP	Push In Math	US History 1	Living Environment 1	Integrated Algebra 1	Creative Writing	ESL	Gym
2	9:55 - 10:45	Global 1	Push In Science	US History 1	General Science	Integrated Algebra 1	English 1A	Spanish 1	Gym
3	10:50 - 11:40	Global 1	PREP	US History 2	PREP	Integrated Algebra 2	English 1A	ESL	Gym
4	11:45 - 12:35	Global Research		US History Research	Science Research	PREP	World Literature	Pull Out	Gym
5	12:40 - 1:30	LUNCH							
6	1:35 - 2:25	Global 2	SETTS	US History 2	Living Environment 1	Integrated Algebra 2	PREP	Spanish 1	Gym
7	2:30 - 3:20	Global 2	SETTS	PREP	General Science	Integrated Algebra 1	English 1B	PREP	
8	3:30 - 5:00	College Now Art/Music	College Now/Art/Music						

Attachment 4: School Calendar

2012-2013 Calendar-New Dawn has a total of 180 school days in the first year. Adjustments will be made to coincide with the NYC-DOE calendar that is available in May of each year. Teachers report to work on August 1, 2012.

September 2012				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3-Labor Day	4-Teachers Report	5-Students Report	6	7
10	11	12	13	14
17-Rosh Hashanah	18-Rosh Hashanah	19	20	21
24	25	26-Yom Kippur	27	28
October 2012				22 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8-Columbus Day	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
November 2012				18 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6-Teachers Report	7	8	9
12-Veterans Day	13	14	15	16
19	20	21	22-Thanksgiving	23-Thanksgiving
26	27	28	29	30
December 2012				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24-Holiday Break	25	26	27	30
31				
January 2013				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1-New Year's	2-Classes Start	3	4
7	8	9	10	11
14	15	16	17	18
21-MLK Day	22	23	24	25
28	29	30	31	
February 2013				14 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18-Mid-Winter Recess	19	20	21	22
25	26	27	28	

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March 2013				16 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25-Spring Break	26	27	28	29
April 2013				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
May 2013				22 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27-Memorial Day	28	29	30	31
June 2013				16 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24-Last Day	25-School Closed	26	27	28
July 2013				0 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8-Teachers Report	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
August 2013				0 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19-Vacation	20	21	22	23
26	27	28	29	30

Annual Calendar

2013-2014 New Dawn Charter High School Year Calendar-New Dawn has a total of 204 school days. Adjustments will be made to coincide with the NYC-DOE calendar that is available in May of each year. This year students attend during the summer months.

September 2013				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
2-Labor Day	3-Staff Reports	4-School Begins	5-Rosh Hashanah	6-Rosh Hashanah
9	10	11	12	13-Yom Kippur
16	17	18	19	20
23	24	25	26	27
October 2013				22 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14-Columbus Day	15	16	17	18
21	22	23	24	25
28	29	30	31	
November 2013				17 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5-Teachers Report	6	7	8
11-Veteran's Day	12	13	14	15
18	19	20	21-Thanksgiving	22-Thanksgiving
25	26	27	28	29
December 2013				16 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24-Holiday Recess	25	26	27
30	31			
January 2014				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
		1-New Year's Day	2-School Begins	3
6	7	8	9	10
13	14	15	16	17
20-DMK Day	21	22	23	24
27	28	29	30	31
February 2014				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17-Mid-Winter Recess	18	19	20	21
24	25	26	27	28

*New Dawn Charter High School
 NYSED Full Application Attachments March 2011*

March 2014				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
April 2014				16 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14-Spring Recess	15	16	17	18
21	22	23	24	25
28	29	30		
May 2014				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26-Memorial Day	27	28	29	30
June 2014				20 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27-Last Day
30-Vacation				
July 2013				19 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7-School Starts	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
August 2013				11 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15-Last Day
18-Vacation	19	20	21	22
25	26	27	28	29

School begins the day after Labor Day, September 3, 2013.

Attachment 5 – Proposed Corporate By-Laws

NEW DAWN CHARTER HIGH SCHOOL

BYLAWS

ARTICLE I. GENERAL PROVISIONS

Section 1. Name:

The name of the school is the New Dawn Charter High School (known as the “School”).

Section 2. Mission of the New Dawn Charter High School:

New Dawn Charter High School will provide over-aged and under-credited students 15 - 21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) Interventions for those with fewer than 11 credits, and for those with more than 11 or more credits: 2) Internships in the community and 3) College enrollment.

New Dawn will be steeped in the history and experience of John V. Lindsay Wildcat Academy (Wildcat); however, it will be a separate, independent 501(c)3 with its own Board of Trustees. Wildcat will support New Dawn by providing all the procedural materials (database structure, manuals, fiscal controls, compliance procedures, etc.) as well as educational materials (curriculum, Internship Program, Tracking programs) needed for the School to maintain viability. As a transfer school that recruits high school students who have either dropped out of school or are in-school truants, New Dawn will be no student’s first high school and recruitment from the 8th grade will not occur. We expected to have a very large proportion of students with disabilities (24%) and a smaller proportion to be English Language Learners (15%). At least 85% of the students will be eligible for free and reduced lunch. Following is a brief overview of the educational plan.

Section 3. Purpose:

The purpose of the School is to operate and maintain a public school under a charter granted by the New York State Board of Regents as set forth in its Charter, as amended from time to time.

Section 4. Charter:

The Charter is hereby made a part of these Bylaws and the powers of the School and of its Trustees and Officers and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these Bylaws, the Charter shall be controlling. All references in these Bylaws to the Charter shall be construed to mean the School’s Charter as from time to time amended.

ARTICLE II. MEMBERSHIP

The Corporation has no members. The rights, which would otherwise vest in the members, vest in the Board of Trustees (hereinafter the “Trustees”) of New Dawn Charter High School. Actions, which would otherwise require approval by a majority of all members or approval by

the members, require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

ARTICLE III. TRUSTEES

Section 1. Powers:

The Board of Trustees is responsible for overall policy and direction of the School. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the School’s Charter and these Bylaws. The Board may delegate the management of the day-to-day operations to the School to committees, Officers and employees, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- a. To elect and remove Trustees;
- b. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
- c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- d. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- e. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the School may engage;
- f. To act as Trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- g. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- h. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- i. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
- j. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Number of Trustees:

The number of Trustees of the School shall be not less than five (5) nor more than fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

Section 3. Composition of the Board of Trustees:

The Board of Trustees shall include:

- a. the Board of Trustees Chairperson;
- b. the Executive Director of the school;
- c. one parent representative;
- d. any additional Trustees determined by the Trustees provided that the total number of Trustees may not exceed fifteen (15).

Section 4. Election of Trustees:

- a. The Corporation of the Board of Trustees shall be elected by a plurality of votes cast by existing Trustees.
- b. The parent representative shall be elected by a plurality of votes cast by the existing Trustees. The parent/guardian representatives may hold office only so long as the parent or guardian has a child enrolled at the School.
- c. The Trustees may at any special or regular meeting by an affirmative vote of a majority of Trustees then in office, increase the number of Trustees and elect new Trustees to complete the number so fixed.

Section 5. Removal of Trustees:

The Board may remove a Trustee from office on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty, provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee. (Education Law 226(8))

Section 6. Resignation by Trustee:

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings without an excuse accepted as satisfactory by the Trustees shall be deemed to have resigned, and that vacancy shall be filled.

Section 7. Vacancies:

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

Section 8. Compensation of Trustees:

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

ARTICLE IV. PRINCIPAL OFFICE

The School's principal office shall be at the following address: New Dawn Charter High School (TBD) or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V. MEETINGS OF THE BOARD

Section 1. Place of Meetings:

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

Section 2. Annual Meeting:

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

Section 3. Regular Meetings:

Regular Meetings shall be held at least ten (10) times per year and at other times as the Board determines.

Section 4. Special Meeting:

A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

Section 5. Adjournment:

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

Section 6. Notices:

Notices of Board Meetings shall be given as follows:

- a. Annual Meetings and Regular Meetings may be held without notice to the Board Members if the Bylaws or the Board fix the time and place of such meetings.
- b. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 7. Waiver of Notice:

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI. ACTIONS BY THE BOARD

Section 1. Quorum:

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

Section 2. Action by the Board:

- a. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- b. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person and live video-conferencing shall not vote. (i.e., Trustees who attend a Board meeting by telephone). (See Chapter 289 of the Laws of 2000; Gen. Const. Law Sections 102, 103, 1ne 104.)

Section 3. Committees:

- a. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the Chairs of such committees. A Board Standing Committee will consist of not fewer than two Trustees, who shall serve at the pleasure of the Chairman of the Board. An Executive Committee shall consist of not fewer than three members who shall serve at the pleasure of the Chairman of the Board.
- b. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - 1.) The election of Trustees;
 - 2.) Filling vacancies on the Board or any committee, which has the authority of the Board;
 - 3.) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
 - 4.) The appointment of other committees of the Board, or the members of the committees.
- c. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the state Open Meetings Law.

- d. Standing Committees of the Board. The standing committees of the Board will include the following:
 - 1) An Executive Committee responsible for setting Board direction, evaluating the Board's effectiveness, and nominating new Trustees;
 - 2) A Finance Committee that presents monthly and annual financial statements to the Board and proposes the annual budget for Board approval;
 - 3) An Educational/Accountability Committee that monitors the academic achievement of students based on data from the School's comprehensive assessment program as well as the progress of the School's overall educational program in relation to the goals and objectives stated in the School's charter application; and
 - 4) A Community and Parent Committee that monitors the involvement of the community and parents ensuring that both have a voice in the school.
- e. Ad hoc committees. Other ad hoc committees may be convened as necessitated by circumstances (e.g., a Charter Renewal Committee).

Section 4. Standard of Care:

- a. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- b. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - 1.) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
 - 2.) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - 3.) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 5. Rights of Inspection:

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying

is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 6. Participation in Discussions and Voting:

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

- a. a self-dealing transaction;
- b. a conflict of interest,
- c. indemnification of that Trustee uniquely; or
- d. any other matter at the discretion of a majority of the Trustees then present.

Section 7. Duty to Maintain Board Confidences:

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

ARTICLE VII. OFFICERS

Section 1. Officers:

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

- a. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- b. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- c. Secretary. The Secretary shall:
 - 1.) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
 - 2.) keep or cause to be kept a copy of the School’s Charter and Bylaws, with amendments;
 - 3.) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - 4.) have such other powers and perform such other duties as the Board may prescribe.
- d. Treasurer. The Treasurer shall:
 - 1.) keep or cause to be kept adequate and correct accounts of the School’s properties, receipts and disbursements;
 - 2.) make the books of account available at all times for inspection by any Trustee;

- 3.) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates;
- 4.) disburse or cause to be disbursed the School's funds as the Board directs;
- 5.) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition;
- 6.) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and
- 7.) have such other powers and perform such other duties as the Board may prescribe.

Section 2. Election, Eligibility and Term of Office:

- a. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- b. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- c. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 3. Removal and Resignation:

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII. NON-LIABILITY OF TRUSTEES

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

ARTICLE IX. INDEMNIFICATION OF CORPORATE AGENTS

The New Dawn Charter High School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or in testate was a Trustee, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X. SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the School, if the transaction

- a. is approved or authorized by the Board in good faith and without unjustified favoritism, and
- b. results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI. OTHER PROVISIONS

Section 1. Fiscal Year:

The fiscal year of the School begins on July 1 of each year and ends June 30.

Section 2. Execution of Instruments:

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

Section 3. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chief Administrative Officer or Treasurer.

Section 4. Construction and Definitions:

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

Section 5. Conflict of Interest:

Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and,

where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

- a. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
- b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School.

Section 6. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the New Dawn Charter High School, a school duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

Signed:

_____ Date: _____
Secretary, Board of Trustees
New Dawn Charter High School

ARTICLE III. AMENDMENTS

Section 1:

These Bylaws may be amended when necessary by a two-third majority of the Board of Trustees. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

Attachment 6 – Code of Ethics

Code of Ethics

The following Code of Ethics shall apply to the Trustees and employees of the New Dawn Charter High School:

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

- Not more than 40 percent of the people serving on the New Dawn Charter High School's Board of Trustees may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the New Dawn Charter High School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.
- Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees for the duration of

such business relationship, provided, however, that this provision shall not apply to the following: (a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; (b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the New Dawn Charter High School; (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the Charter School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.
- Charter School Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Sara M. Asmussen, CRC, Ph.D. – Proposed Executive Director

Sunset Park, Brooklyn

Relevant Employment

2006 – Present ***JOHN V. LINDSAY WILDCAT ACADEMY CHARTER SCHOOL***, NY,
NY, Director of Compliance and Accountability

Responsible for ensuring the school meets the standards of No Child Left Behind and the NYC/S Department of Education and for meeting standards to complete the requirements of charter and receive a five year unencumbered charter renewal. Responsible for responding to all legal requirements of Charter Law and all federal requirements under NCLB, overseeing the \$1.9 million 21st Century Community Learning Center grant, overseeing the community outreach project, writing all applications (Consolidated Application, Annual Reports, etc.), analyzing all outcome data, and developing the school's Teacher Incentive Fund.

2006–Present ***CONSULTANT***. Current clients:

CEI-PEA, NY, NY, Chair, Data Community Advisory Team (DCAT). Responsible for all school-based data for the Partnership and Innovation in Compensation for Charter Schools (PICCS), a \$10.5 million grant awarded through the Teacher Incentive Fund of the US Department of Education. Responsible for the overseeing the development of the integrated PICCS Warehouse as well as data up/downloads to the Warehouse, integrating all data with the curriculum mapping and assessment builder programs. Responsible for assisting 10 schools with the development of their Performance Incentive Plans to pay teachers based on student outcomes and ensuring that plans are adhered to and that payouts are verified.

Former Clients:

Partnership for the Homeless, NY, NY, Strategic Planning Consultant. Working with Department heads to shift focus of agency from a service agency to an advocacy/policy agency. Complete Outcomes Management exercise and rewriting all five business plans.

Pathways to Housing, Inc. Strategic Program Development Consultant. Responsible for developing new programs, securing funding, and integrating the new programs into the philosophical framework of the agency.

Literacy Inc., Research Consultant. Responsible for leading the entire staff through the process of developing a strategic Outcomes Management program; trained all staff on identifying and outlining individual outcomes that are consistent across the agency for the purpose of collapsing information for assessment and accountability. Process used to identify strengths and weaknesses of individuals as well as the agency as a whole.

READ Foundation, Research Consultant. Responsible for the post hoc analysis of

outcome data to assess the READ program's early literacy reading program.

2000–2006 ***BEGINNING WITH CHILDREN FOUNDATION***, New York, NY, Director of Research and Evaluation.

Relevant Accomplishments: Implemented systematic program of student assessment based on data driven results; developed strategy assisting teachers in how to use testing results; identified and field tested the English Language Arts and math curriculums; led team who cross-walked and aligned curriculums within the schools and with the NYS Learning standards; designed and funded a study using naturally occurring random assignment comparing the life choice outcomes of students who attended a charter school to those who attended NYC public schools as children in 1992; wrote research sections and analyzed results for all public and private funding. Responsible for developing and maintaining the longitudinal tracking databases for two charters schools.

1996-2000 ***NEW YORK HOUSING STUDY, PATHWAY TO HOUSING***, New York, NY, Director of Research.

Relevant Accomplishments: Designed, wrote, implemented and oversaw federally funded research study of homeless individuals with Axis I diagnoses, severe substance abuse disorders, and histories of violence. A total of 225 individuals recruited from the streets of NYC or long-term wards of state psychiatric facilities were randomly assigned to NYC housing providers or their own apartment. Participants followed for up to 24 months at 6 month intervals with follow-up rate of 95%. Started the research department of Pathways, developed and funded other projects. Became the federally supported model now adopted by New York City call Housing First.

1996-2000 ***BETH ABRAHAM HEALTH SERVICES, CENTER FOR RESEARCH AND EDUCATION***, Bronx, NY, Research Associate

Relevant Accomplishments: Developed Institution's first IRB; worked with all areas of the hospital in developing research studies, statistical analyses, and programs; PI on a Department of Health Research Grant developing a Quality of Life assessment tool for individuals with Alzheimer's and dementias; obtained Ryan White Title I grant to provide and asses effectiveness of care to people living with AIDS/HIV; designed, wrote, awarded NYC Department of Aging grant for Natural Occurring Retirement Community (NORC); designed, wrote, awarded NYS Department of Health study on the effectiveness of a Music Therapy Intervention on depression and agitation in people with dementia; designed, wrote, awarded NYC Department for the Aging in-home visiting volunteer program providing services in community to elderly individuals receiving services from Certified Home Health Care Agency; designed, wrote, awarded Haym Salomon Geriatric Foundation grant for arts in the neighborhoods.

1994-1998 ***LINCOLN UNIVERSITY***, Oxford, PA, Adjunct Associate Professor.

Relevant Accomplishments: Taught Master's level students research design and statistical procedures, worked individually with each student designing their Master's thesis, and chaired 12 student's thesis committees a year.

1993-1999 ***SCJ TECHNOLOGIES, INC.***, Brooklyn, NY, President.

Relevant Accomplishments: Start-up founder of business with primary goal of providing community-based mental health agencies with capabilities to conduct research with consumer input and participation; developed computer software compliant with Managed Health Care Reform for people with major mental illnesses; developed manuals for wide range of consumers; designed, wrote, and implemented NIMH funded feasibility study concerning tracking systems for agencies serving people with major mental illnesses.

1994-1995 **RESEARCH FOUNDATION FOR MENTAL HYGIENE, INC.,
EPIDEMIOLOGY OF MENTAL DISORDERS, NY, Project Director.**

Relevant Accomplishments: Oversaw project “Developing an Intervention to Empower People with Mental Illness to Overcome Stigma” funded by NARSAD; developed training manual, collected data, developed measures, data analysis, and write-up.

1987-1993 **FOUNTAIN HOUSE, New York, NY, Director of Research.**

Relevant Accomplishments: Supervised six staff and member (client) caseload of 90 individuals with major mental illness, carrying personal caseload of 20 individuals; developed transitional placements (employment) for individuals with major mental illnesses; designed, wrote, obtained funding for study used to change reimbursement strategies for SSI based on cyclical nature of mental illnesses funded through the Social Security Administration; designed, wrote, obtained funding through the Department of Labor Steward B. McKinney Homeless Assistance Act to get and study the employment of individuals with major mental illnesses who are also homeless; designed, wrote, obtained funding from Department of Education OSERS to study employment system for individuals with major mental illnesses; obtained Time Warner Foundation grant to install agency wide local area network (one of the city’s first wireless networks).

1986-1987 **FOUNTAIN HOUSE, New York, NY, Assistant Director of Research.**

Relevant Accomplishments: Organized the databases and data collection strategies, trained people with major mental illnesses to collect data on themselves needed to keep agency complaint with NYC and State requirements.

1985-1986 **STAMFORD BOARD OF EDUCATION, Stamford, CN, Research Associate.**

Evaluated federally funded programs of reading, math, ESL, and summer school as well as validated the districts’ criterion reference tests.

1985-1986 **THE NAACP SOUTHEAST BRONX DAY ARE CENTER, Bronx, NY, Therapist.**

Tested pre-school children on the WISC-R & Stanford Binet; conducted play therapy.

Education

Postdoctoral Fellowship., Institute for Health, Health Care Policy, and Aging Research Rutgers University, New Brunswick, NJ	1992-1994	MH Research
Certified Rehabilitation Counselor	1992	Lic. #28971

University of Toledo, Toledo, OH	Ph.D.	3/85	Experimental Psych
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University of Toledo, Toledo, OH	M.A.	12/83	Psychology
Boise State University, Boise, ID	B.A.	12/79	Psychology

Professional Activities

Grant proposals to date have totaled over \$5 million.

Conceptualized, designed, wrote, implemented, and served as PI on the following grants:

- 2002 Awarded \$125,000 from the Pumpkin Foundation for the development of an Alumni Program for high school students, as well as the development of a randomized research study comparing students who attended a charter school versus a regular public school.
- 2000 Awarded \$50,000 a year for six years from the City of New York Department for the Aging to develop an in-home visiting volunteer program to provide services in the community to individuals from BAHS Certified Home Health Care Agency.
- 2000 \$64,000 from the NY State Department of Health Dementia Program to develop and implement a Quality of Life Measurement tool for use by individuals with Alzheimer's and other dementias.
- 1997 Awarded \$86,789 from the National Institute of Mental Health (NIMH) for a six-month project designed to test the feasibility of implementing a demographic tracking system for use by Managed Care Companies for reimbursement of services for individuals with severe mental illnesses attending small community-based facilities.
- 1997 Awarded \$184,275 from the NYS Department of Health to study the effectiveness of a Music Therapy Intervention on the levels of depression and agitation of people with early to middle stage dementias.
- 1988 Awarded \$100,080 research grant from the Social Security Admin, \$25,000 from NY State, \$25,000 from a private donor. (Contract#13-P-10032-2-01)
- 1989 SSA Grant competitively renewed for \$106,000.
- 1990 SSA Grant extended for \$40,000.
- 1990 Awarded \$211,000 from the Dept. of Labor Stewart B. McKinney Homeless Assistance Act, to design, implement, and study program effectiveness for homeless individuals with chronic mental illnesses. (Contract #99-1-3574-79-259-02).
- 1990 Awarded \$40,000 from the Hearst Foundation to be utilized as matching fund for the Dept. of Labor grant.
- 1991 Dept. of Labor grant competitively renewed for \$258,000.
- 1992 Dept. of Labor grant competitively renewed for \$238,720.
- 1993 Dept. of Labor grant competitively renewed for \$224,400.

- 1991 Awarded \$200,000 from the Time Warner Foundation to be utilized to install and upkeep an agency wide wireless local area network.
- 1992 Awarded \$400,000 over three years from the Department of Education, Office of Special Education and Rehabilitation Services to implement and study ways of improving the effectiveness of the Employment System for individuals with major mental illnesses. (Contract #H235J20036-93).

Conceptualized, designed, wrote, and served as Project Director on:

- 1996 Awarded \$140,000 from the Substance Abuse and Mental Health Services Administration (SAMHSA) to manualize a Homelessness Prevention Project at Pathway to Housing in New York City.
- 1997 Awarded \$700,000 from SAMHSA to conducted randomized, controlled study concerning effectiveness of the above Homelessness Prevention project manualized in 1996. 225 homeless, mentally ill adults followed for a two year period as they progress through the housing system in NYC. Became the Housing First method of providing housing for homeless mentally ill individuals.
- 1999 Awarded \$200,000 from New York State Office of Mental Health to extend SAMHSA project for another year.
- 1996 \$5,000 grant from the Haym Salomon Geriatric Foundation for an *Art in the Neighborhoods Mini-Grant Program* to be implemented at the Parkside Senior Center.

Project Director on:

- 1994 Awarded \$101,703 from The National Alliance for Research on Schizophrenia and Depression (NARSAD) to develop and evaluate a stigma intervention strategy for people with major mental illnesses.

Designed and wrote:

- 2000 Awarded \$520,794 from the New York City Department for the Aging for start-up and first year of *Beth Abraham Health Services Proposal to Provide Services to Natural Occurring Retirement Community (NORCs)* to be implemented at Parkchester Housing Complex in the Bronx.
- 1998 Awarded \$1 million over three years through the Ryan White Title I grant to provide and assess the effectiveness of home care services to people living with AIDS/HIV in the Bronx.

Publications

Asmussen, S.M. (In process). A statistical analysis of the effects of a music therapy

intervention on individuals in a long-term facility with Alzheimer's and other dementias. To be submitted to Applied Gerontology Research.

Asmussen, S.M. (2000). Proactive approaches in psychosocial occupation therapy. Chapter in text edited by R. Cottrel. Thorofare, NJ: SLACK, Inc.

Tsemberis, S. & Asmussen, S. (1999). From streets to homes: The Pathways to Housing Consumer Preference Supported Housing Model, Alcoholism Treatment Quarterly, 17(1/2), 113-132.

Asmussen, S.M., Tomaino, C., Scheiby, B., Shah, V., & Ramsey, D. (1999). The effects of a music therapy intervention on the levels of depression, anxiety/agitation, and quality of life experienced by individuals diagnosed with early and middle stage dementias: A controlled study. Unpublished manuscript, New York: Department of Health.

Asmussen, S.M. (1997). Consumer Independent Living Preference: Housing Individuals Who are the Most At-Risk for Homelessness due to Substance Use, Violence, and Severe Mental Illness. NYC: Pathways to Housing, Inc.

Asmussen, S.M. (1996). Computerizing Community-Based Social Service Agencies for the Development of Appropriate Outcome Measures. New York: Venture House, Inc.

Asmussen, S.M. (In process). Manual for the Biographical Information and Ongoing Data System (computer software for tracking outcomes). New York: SCJ technologies, inc.

Asmussen, S.M. (1992). An innovative outreach/support program for consumers who are homeless and mentally ill with an evaluation of the effects of the clubhouse model on rehabilitation. (Contract #99-1-3574-79-259-02). Washington, DC: U.S. Department of Labor.

Asmussen, S.M. & Beatty, P. (1991). The development, analysis, and cost effectiveness of an employment system. (Contract #13-P-10032-2-02). Washington, DC: SSA.

Asmussen, S.M., Romano, J., Beatty, P., Gasarch, L., & Shaughnessey, S. (1994). Old answers for today's problems: Helping integrate individuals who are homeless with mental illnesses into existing community-based programs. Psychosocial Rehabilitation Journal. 17, 3, 17-34.

Edward J. Peterman – Proposed Principal
New York, NY

EXPERIENCE:

Assistant Principal-Technology

John V. Lindsay Wildcat Charter High School, New York, NY, 1999-Present

- Manage all aspects of educational technology at two campuses.
- Oversee implementation of erate application.
- Oversee mapping of school's curriculum.
- Maintain school's administrative and educational networks.
- Maintain VoIP telephone system.
- Determine educational technology needs and purchase products.
- Developed technology budget.
- Author of school's technology plan.

English Teacher/Technology Specialist

John V. Lindsay Wildcat Charter High School, New York, NY, 1999-2008.
Part of team that developed scope and sequence for English Curriculum.

- Mapped English Curriculum.
- Designed and implemented Title I pull out reading program.
- Helped develop teacher incentive program.
- Taught English to students who have failed to succeed in other schools.
- Developed and implemented strategies for multidisciplinary learning, preparing a heterogeneous population to meet NYS English standards.
- Supervised school newspaper class.
- Designed and implemented strategies for integrating technology in the English language arts classroom, including use of an intranet, the Internet, and various multimedia software titles.
- Instrumental in helping teachers implement technology in classrooms.
- Designed, implemented, and managed Windows 2003 Server based network with over 80 PCs and laptops.
- Maintained logins and roaming profiles for over 200 students.
- Set up and manage Microsoft ISA Server 2004 proxy server and firewall.
- Evaluated, recommended, and ordered computer hardware and software.
- Computer classes taught included digital graphics and communications, digital photography, and basic web site development.
- Taught computer skills to students who have failed to succeed in traditional high schools.

Language Arts Teacher/Technology Coordinator & Teacher

Wildcat Second Opportunity High School, Bronx, NY, 1997 – 1999.

- Set up and maintained a Windows NT Server based network.
- Taught language arts and computer skills to students who have been suspended from NYC Public High Schools for violent offenses.
- Designed and implemented strategies for integrating technology in the classroom, including use of an intranet, the Internet, and various multimedia software titles.
- Evaluated and recommended hardware and software.

- Developed staff program for integrating technology into curriculum.
- Developed and implemented strategies for multidisciplinary learning, preparing a heterogeneous population to meet NYS English standards.

Teacher, Junior High School English/Technology Coordinator

J.H.S. 22, New York, NY, September, 1995 - June, 1997.

- Taught English and computer skills in 7th - 8th grade on Lower East Side.
- Part of a team that designed a program that integrated outdoor and hydroponic gardening with the teaching of math, science and ELA.
- Designed and implemented strategies for integrating technology in the classroom.
- Led staff development workshops.

**RELATED
EXPERIENCE:**

Computer Skills Instructor, High Road Beacon Program.
Grand Street Settlement, New York, NY, 1996 - 1997

Computer Instructor, L.E.S. Teens Program
Grand Street Settlement, New York, NY, April, 1997 - September, 1997

Workshop Leader, Assoc. of Computer Educators Conference, 1995 -1998

Workshop Leader, NYC Assoc. of Teachers of English Conference,
1996 and 1997.

**OTHER
EXPERIENCE:**

Copy Editor, *Windows User Magazine*, New York, NY, 1993.

Abstract Writer, ABC-Clio, Santa Barbara, CA, 1992-1993.

Senior Editor, Reed Reference Publishing, New Providence, NJ, 1990-1993.

GRANTS:

\$950 UFT Mini-Grant, 1996. Integrating science, math, ELA and gardening.
\$25,000 Chase Active Learning Grant, 1996. Integrating science, math and English through hydroponics.

CERTIFICATION:

- New York State, School Building Leader (formerly SAS).
- New York State, School District Leader (formerly SDA).
- New York State, Permanent Certification, English 7-12.
- New York City Public Schools Licenses, English, Day High Schools & Junior High School.

EDUCATION:

- Baruch College, New York, NY. M.S. Ed. Admin. & Supervision. 2008.
- Fordham University, New York, NY. M.A. Teaching English, 7-12. 1995.
- Binghamton University, Binghamton, NY. M.A. English. 1991.
- Stony Brook University, Stony Brook, NY. B.A. English. 1987.

RESUME BRIEF

D. Leslie Winter – Volunteer, Finance and Facilities Committee

NYC, NY

Mr. Winter was born in Queens and raised on Long Island. He has founded or helped found several highly successful non profits: MicroAid International, the GMDC (Greenpoint Manufacturing and Design Center), the Disability Network of NYC, and Civic Builders. He is the chair of two non profits: the Business Outreach Centers Network and HAI (Hospital Audiences, Inc.) both in NYC. He also sits on a couple of additional non profit boards. For the last several years, Mr. Winter has been investing in the commercial adaptive reuse of under-utilized large manufacturing and warehousing buildings in Brooklyn and Queens, producing neighborhood jobs and providing space for neighborhood businesses.

Mr. Winter has been an assistant commissioner in city government, both in economic development and general services, the director of real estate programs at the New York University Real Estate Institute, in-country director in Brazil and Korea for an international philanthropic organization---Plan International, and has worked for USAID in India & Washington. He has also worked for an international consulting firm in Washington, D.C. teaching and installing project design and evaluation programs for governments around the world. Early in Mr. Winter's career, he also started two highly successful for profit businesses in NYC.

Mr. Winter has received several awards over the years: the Republic of Korea Certificate of Appreciation, NYS Small Business Advocate of the Year Award, The Rudy Brunner Award for Excellence in the Urban Environment, two New York City Proclamations from the City Council and the Office of the Mayor, a Citation from the Brooklyn Borough President, and numerous other awards.

Mr. Winter is a graduate in Public Administration from the Maxwell School at Syracuse University, has a Masters in Psychology from the New School for Social Research and has completed all but his dissertation in Political Science from New York University.

Marco Castro – Volunteer, Community and Parent Involvement Committee
Sunset Park, Brooklyn

[REDACTED]

I have over 20 years experience in various areas within the field of photography, first in Mexico then in the U.S. I am a citizen of the U.S. and Mexico and am fluent in Spanish and English. For the last twenty years I have worked as a freelance photographer.

Education

2010 Bachelor of Arts Major in Communication and Culture, School of Professional Studies, Graduate Center, The City University of New York.
1999 International Center of Photography. Web Design-Dream Weaver Spring Workshop, NY.
1998 School of Visual Arts. Witness to Our Times. Spring Workshop on Photojournalism. NY.
1987 Mexican Council of Photography. Second Latin American Colloquium on Photography. Certificate in Zone System. Mexico City.
1985 University Center of Cinematography Studies, National Autonomous University of Mexico (UNAM). Certificate in Photography, Mexico City.
1980 B.A. in Graphic Communication Design. National School of Visual Arts (ENAP-UNAM). Mexico City.

Recent Clients

34th Street Partnership, Bryant Park Restoration and Chelsea Corporation BID's. Photographer, New York, 2002-2009.

Photojournalism/Press corps

United Nations Headquarters. 61st/62nd/63rd and 64th. General Assemblies, Department of Public Information, Photographer Consultant. New York, N.Y. September, October-2006, September, October-2007. October 2008, September 2009.
Reading Excellence and Discovery (READ) Foundation. New York, NY 2007.
Peer Health Exchange Inc. New York, NY 2007.
Permanent Mission of Mexico to the United Nations: New York, 1995-2003.
Reuters News Pictures: Photo second plane crashing into World Trade Center, 2001.
President's Office, Public Affairs Department, Los Pinos: member of the Mexican President **Carlos Salinas de Gortari's** personal press corps.1992-1993.
Mexico National Ballet: Official Photographer. Mexico City, 1988-1989.

Magazines/Newspapers/Bookcovers

Convocación de palabras, Lectura y redacción. Instructor Edition. Simmons College. Angela Labarca, Georgia Institute of Technology. Thomson/Heinle ISBN 1-4130-0666-3. Portrait of Poet: Nicomedes Santa Cruz , p. 186. 2005.
Reforma Newspaper: Portrait of Mark Malloch Brown, Administrator of United Nations Development Programme. Published in Mexico City, 2002.
The Sun Magazine: Double spread cover for the November 2001, special 9/11 issue. Published at Chapel Hill, N.C.
Good Machine Productions: Still photographer for the film "Love God". New York. 1996.
Poetry Society of America: Photographer. New York, 1995-1996.
West Side Story: Photographer. Monthly Humanist Newspaper. New York, 1993-1996.
Hell's Kitchen News: Photographer and writer. Humanist Newspaper of the West 30's and 40's, New York, 1993-1996.
AgUILA o Sol: Photographer. Mexican Newspaper. New York, 1993.

Obras: Photographer and collaborator. Architecture magazine, Grupo Editorial Expansión. Mexico City, 1991-1992.

Siglo XXI: Photographer. Mexican Newspaper. Mexico City, 1990.

Terra Nova Publishers: General Editorial Manager. Mexico City, 1988.

Photo covers of the following books. National Board of Education, Mexico City 1987:

La Civilización Azteca, Historia Verdadera de la Conquista de la Nueva España, La Escuela Nacional de Maestros, Lectura para Mujeres.

Special Events

Guanajuato Trade Office: Covered visit of Mexican President Vicente Fox, 2000.

Consulate General of Mexico: Covered PR and news events. NY, 1993-1998.

Mexican Government Tourism Office: Photographer. New York, 1994-1996.

Gallery Montserrat: Photographer. SoHo, New York, 1994.

Hospital Audiences Incorporation: Photographer. New York, 1994.

Gillette of Mexico: Photographer for in house publications. Mexico City, 1989-91.

Portraits/Head Shots

Official Executive Portrait of the Mexican General Consul Jorge Pinto, NY, 1998.

Advertising

Rocawear: Cover for underwear box, New York, 2002.

Mexicana Airlines: Photographer New York, 1995-1996.

Integral Development for Family: Photographer for the publicity campaign, "Mexico Sonríe al Futuro". Mexico City, 1991.

Large Format Commercial Studio Photographer. Mexico City, 1986-91 Roche Boböis, Tubos y Barras Huecas, Ciba-Geigy, Tupperware, Jafra Cosmetics.

Photographer's Assistant

Walter Reuter: Collaborator and assistant in photography. Mexico City, 1985-1992.

Skills

Photographic Formats: 35 mm, Medium and Large Formats, Digital/Film.

Lighting: Natural, Strobe, Tungsten, etc.

Computer: Adobe/Photoshop CS3, Adobe Lightroom 3.3, Photo Mechanic 4.5.4, Flatbed scanning, Nikon Coolscan. Mac platform. As, almost all my work has become digital I do process all my RAW images on the programs mentioned above and print digitally from 8.50" by 11" to 11" by 17" and 13" by 19", inclusive on a Canon Pro 9500 Mark II.

Black/White Lab: Develop film in different formats as well as high quality printing, toning, and non-traditional, non-silver process by contact (Gum Bichromate).

Languages: Spanish, English.

Memberships: American Society of Media Photographers (ASMP) Board Member of the New York City Chapter.

National Association of Photoshop Professionals (NAPP).

National Press Photographers Association (NPPA).

Member of the Governing Council at the School of Professional Studies at the Graduate Center City University of New York (SPS GC CUNY), as Elected Student Representative alternate for the elective year of 208-2009.

SPS CUNY, Elected Student Representative and also member for the Curriculum Committee, for the elective year

RONALD J. TABANO – Proposed Board Member (Chair)

Bayside, Queens, New York

SUMMARY OF QUALIFICATIONS

Experienced professional possessing strong communication skills with the ability to relate well on all levels. Good organizational skills with the ability to develop staff and students to fullest potential. A strong administrator with exceptional decision making and problem solving skills. Capable of working independently or as an integral part of a team effort to coordinate and complete projects in a timely manner. A solid understanding of classroom techniques, curriculum and the needs of students. A keen desire to implement innovative programs in support of the educational process.

EDUCATION

QUEENS COLLEGE – NEW YORK, NEW YORK
PROFESSIONAL DIPLOMA – SUPERVISION, ADMINISTRATION

NEW SCHOOL FOR SOCIAL RESEARCH – NEW YORK, NEW YORK
MASTER OF ARTS Human Resource Management GPA: 3.9

ST. BONAVENTURE UNIVERSITY – Olean, New York
BACHELOR OF ARTS – Journalism - Cum Laude, Minor – Education

TEACHERS COLLEGE COLUMBIA UNIVERSITY – New York, New York
Adkins Life Skills Program, Certified Life Skills Trainer of Educators

HONORS

Agnes Wise Award – Writing, Journalism Honor Fraternity – Sigma Delta Chi

SIGNIFICANT ACCOMPLISHMENTS

- Co – founded the Wildcat Academy and the Second Opportunity School. Two Board of Education high schools established for students who are at – risk of failure due to violent behavior, weapons possession, criminal activity, poor attendance and poor academic achievement.
- Designed model and wrote successful proposals for each school.
- Provide educational leadership to both high schools and prepare and administer their budgets.
- Administer the daily operations of the John V. Lindsay Wildcat Academy which has received public recognition as a successful small school from the mass media and educators across the world.
- Administered the daily operations of a successful training center that consistently placed over 85% of all participants in full time employment positions.
- Developed student body of Training Center from Adult Male Offenders to Welfare Mothers; incorporating Youthful Offenders, Foster Care and English As A Second Language populations.
- Initiated a “Three Track Program”; offering an alternative between work and education. Programs ranged from Basic courses in Business, English, Mathematics and Life Skills to Advanced studies in Business and English.

- Drafted and negotiated a \$2.5 million contract with **IBM CORPORATION** resulting in a perpetual grant providing for the establishment and on-going support of an IBM Learning Center at WILDCAT SERVICE CORPORATION.
- Introduced the first Hockey Sports Program in the South Bronx, New York.

PROFESSIONAL EXPERIENCE

ADMINISTRATION:

- Develop curricula, instruction and assessment procedures.
- Insure all curricular requirements in compliance with state and district regulations.
- Work directly with Board of Ed in the establishment and negotiation of budgets.
- Plan and implement student programs and internships.
- Determine operating costs and arrange funding.
- Meet with corporate executives and public officials in support of educational recommendations.
- Conduct staff meetings and workshops to facilitate program participation.
- Attend weekly management committee meetings.
- Provide worldwide consultation on new teaching methods for at-risk students.
- Interview, hire and evaluate teaching staff.
- Institute student disciplinary procedures to assist in the creation of overall effectiveness within school climate.

TEACHING:

- Instruct classes according to state requirements.
- Evaluate individual learning skills and capabilities.
- Develop lesson plans and specialized programs in support of specific learning skills.
- Prepare and teach lessons utilizing different learning procedures.
- Work directly with students individually or in groups.
- Maintain communication with parents and agencies regarding students needs and achievements.

EMPLOYMENT ASSOCIATIONS

John V. Lindsay Wildcat Academy – New York, New York

Educational Administrator

1992 – Present

Wildcat Service Corporation – New York, New York

Vice President of Training; 1991 – 1992

Director of Training; 1984 – 1991

Deputy Director of Training; 1980 – 1984

ST. PIUS V JUNIOR & SENIOR HIGH SCHOOL – Bronx, New York 1971- 1980

Assistant Principal – English – Social Studies Teacher; 1976 – 1980

Sixth Grade Teacher; 1971 – 1976

MEMBERSHIP – COMMUNITY INVOLVEMENT

Bayside Hills Civic Association – Board of Directors

Bayside Little League – Manager – Coach

Flushing Tribune Newspaper – Freelance Writer – Contributor

Secundo Ruis Belvis Health Center – Sports Director

New York City Works Coalition – Co-Chair

City Budget – Alterbudget

MILITARY

United States Army – Honorable Discharge

Lisa M. DiGaudio – Proposed Board Member

Levittown, Long Island

Self-directed, enthusiastic leader in education with a proven record of achievement and a passionate commitment to the success of the student learning experience. Skilled in the design and implementation of challenging, enriching and innovative activities that reflect the New York State Learning and Common Core Standards. Mission is to provide students with the highest level of learning opportunities possible.

Recognition for Service: Climate Change Educator Grant (2007); Green School Makeover (2007); Civic Education Grant (2008); Principal's Award (2009)

Experience in:

- **Curriculum Development**
- **Data Driven Instructional Practices**
- **Data Warehouse Development and Management**
- **Curriculum Mapping and Analysis**
- **Preparation for New York State Exams and future PARCC exams**

ADMINISTRATIVE EXPERIENCE

PROPOSED NEW DAWN CHARTER HIGH SCHOOL

Brooklyn, NY

Charter Committee, Board Member

- Part of the work committee creating the charter proposal to the New York State Education Department
- Charter proposed to open in September 2012 as a transfer high school

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

Brooklyn, NY

Director of Curriculum and Instruction

2010-present

- Acting Instructional Leader of the School (Principal Role)
- Leads day to day instructional program
- Directs staff recruitment and ongoing staff development
- Manages data driven instructional practices through various programs such as TetraData, Curriculum Connector and Teacherease
- Establishes relationships with parents to connect with students on curriculum and instruction in order to build rigorous instructional practices and individual student goals
- Reports to the Board of Trustees on all matters of instruction

PICCS (Partnership for Innovation and Compensation in Charter Schools)

Manhattan, NY

Data Coach; Staff Developer

2007-present

- Create Performance Based Incentive Plan (PBI) for Merrick Academy (and Hebrew Language Academy)
- Manage all data, including student testing, as part of the New York State Testing Program in relation to the PBI for 2008-2010
- Train staff in new technologies that allow for virtual curriculum mapping and data management with regard to New York State Performance Indicators
- Maintain all data and performance of staff and students to support continued allotment of the Teacher's Incentive Fund

MERRICK ACADEMY

Queens

Village, NY

Summer School Administrator

Summer 2009

- Increased student proficiency in ELA and Math in grades 3-6 by 10%
- Developed pedagogical practice in response to student data and observations

TUTOR TIME LEARNING SYSTEMS, LLC.

Levittown, NY

Center Director

2001-2003

- Managed daily operations and educational procedures via staff training and development
- Launched a parent awareness group to strengthen communication with the community

HUNTINGTON LEARNING CENTERS

Massapequa, NY

Center Director

1999-2001

- Exceeded educational sales goals and increased monthly enrollment
- Trained staff on valuable teaching techniques; furthered understanding of State objectives
- Counseled students online as a correspondent for www.pureadvice.com

CLASSROOM EXPERIENCE

MERRICK ACADEMY

Queens

Village, NY

5th and 6th Grade Teacher

2005-2010

- Designed curriculum employing Habits of Mind strategies to build self-directed learning
- Improved scores on the New York State Assessments by incorporating team teaching strategies
- Managed curriculum planning and assessment through team meetings
- Coordinated field trips to Manhattan for non-traditional assessments in cross-curricular studies
- Maintained effective relationships with parents, counselors and students

R.J. LOCKHART ELEMENTARY SCHOOL

Massapequa

Park, NY

Teacher's Assistant, Curriculum Writing, Club Advisor, Tutor

2003-2005

- Created the curriculum for the third grade Social Studies textbook
- Served as a leader to the 5th Grade Social Studies Review Sessions (100% passing rate)
- Facilitated 4th Grade ELA and Math Review Sessions (90% passing rate)
- Assisted children with special needs by modifying curriculum as per their IEP
- Composed scores for two musical productions; collaborated with music department
- Managed school newspaper including printing and distribution

SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT

Floral

Park, NY

Teacher Grades 9-12; Special Ed. Soc. Studies, Resource Room (Summer School

2003-2006

- Created tiered lesson plans incorporating technology and multi-media assessments
- Sewanhaka Evening High School (Social Studies Teacher: Business Law)*
- Created cooperative lessons in an interdisciplinary environment

**WILLIAM PACA JUNIOR HIGH SCHOOL
Beach, NY**

Mastic

*Social Studies Teacher: Grades 8 and 9 (Leave Replacement)
1998 – 1999*

- Used team teaching strategies to master concepts in American and Global History

**MINEOLA HIGH SCHOOL
Mineola, NY**

*Studies Teacher: Grades 9 and 10 (Substitute: advanced to three-fifths position)
1997-1999*

Summer School Teacher: Grades 7 and 9

PRE-PROFESSIONAL DEVELOPMENT (1994-1997)

**WELLINGTON C. MEPHAM HIGH SCHOOL
BELLMORE-MERRICK SCHOOL DISTRICT
ADELPHI UNIVERSITY**

EDUCATION AND CERTIFICATION

Advanced Certificate in Education Leadership (4.0) – Stony Brook University (2011)

Master of Science, Curriculum, Instruction and Assessment (4.0) – Walden University (2005)

Bachelor of Arts, Major: History and Honors Studies (3.3) – Adelphi University (1997)

Professional Childhood Education Certification New York State, 1-6

Initial School Building Leadership Certification New York State (September 2011)*

Initial School District Leadership Certification New York State (September 2011)*

**School Building and School District Leadership certificates have been filed, and will be active upon completion of Internship through Stony Brook University as of July 2011.*

REFERENCES FURNISHED UPON REQUEST

SAMIR SOUIDI – Proposed Board Member
Brooklyn, NY

EXPERIENCE

Population Council, New York, NY

Senior Programmer /Database Developer

07/08-Current

- Design and develop windows, web and mobile devices applications using C#.Net in Net Framework 2.0 and 3.5.
- Maintain existing applications and design, develop upgrades and fixes in C#.Net and VB.Net.
- Design and develop Databases using SQL2005.
- Write SSIS packages, T-SQL stored procedures, and Analysis Services Reports in SQL2005.
- Provide Database administration services for SQL2000 and SQL2005.
- Recommend programming solutions for short to long range projects.
- Manage a group of junior programmers in different projects.

John V. Lindsay Wildcat Academy Charter School, New York, NY

Operation Research Analyst

08/06-06/08

- Managed and planned the upgrade of the systems infrastructure of the company.
- Designed, developed, and implement Students Records, Students Attendance, Teachers Grade book, Accounting and Cost Analysis applications.
- Defined managerial problems and studied the solutions that were suggested to top management teams.
- Developed most of the application with VB.Net and SQL Server 2005.
- Managed 250 computers, 5 servers, Exchange Server, Internet Firewalls, and local and wide area networks.

Wildcat Service Corporation, New York, NY

Database Administrator

07/04-08/06

- Managed transactional databases and data warehouses using SQL Server 2000.
- Configured, installed, and managed eight Windows 2003/2000 servers.
- Managed backup, recovery and remote database administration for six SQL servers 2000.
- Managed 360 computers, Exchange Server, Internet Firewall, and local and wide area networks.
- Designed, developed, and implemented applications for diverse projects using MS SQL, MS Access, Visual Basic 6.0, and VB.Net.
- Wrote complex stored procedures, triggers, data transformation services (DTS) packages and T-SQL statements.
- Provided technical guidance to the staff and trained users for the new applications.

Wildcat Service Corporation, New York, NY

Senior Database Developer

07/02-06/04

- Created stored procedures, triggers, and views.

- Designed, implemented, and developed databases and reporting solutions.
- Designed and maintained automation scripts to migrate data between systems (AS400, MS Access, and SQL Server).
- Interfaced with end users to perform ad hoc queries, scripting, reporting, and analysis.
- Tested databases components in isolated test environment before moving to production.
- Developed and implemented applications using MS Access, VB and ASP.

SKILLS

Excellent

SQL Server 2000/2005, Oracle 10g, C#.Net, MS Access, VB.6.0, VB.Net, Windows 2003/2000/NT Servers, 98/2000/XP Professional, Vista, MS Project, MS Office XP/2003, T-SQL, PL/SQL, Crystal Report, ASP.Net, ADO.Net, SonicWall

Understanding

AS400, MySql, DB2, Java Scripts, C++, PHP, Linux Mandrake Server/Client, Citrix.

EDUCATION

-**Fordham University**, New York, NY

Pre-MBA April 2008

-**Pace University**, New York, NY

Master of Science in Information Systems May 2002

-**Ecole Superieure De Commerce**, Marrakech, Morocco

Bachelor of Arts in Business Administration May 1998

CERTIFICATION

-**Microsoft Certified Database Administrator (MCDBA) 2005**

-**Oracle Application Developer**

New York University

LANGUAGES

Fluent speaking and writing in Arabic and French

GEORGE J. CROWLEY – Proposed Board Member

GARDEN CITY, NY

WORK EXPERIENCE:

- 1999-2005 Wildcat Service Corporation, New York, New York
(A large not-for-profit servicing the chronically unemployed and criminal justice population with training and job placement)
- Chief Financial Officer**
Overall responsibilities - grant and contract billings, budgeting, financial reporting, fiscal staff, insurance and banking.
- Updated accounting systems by installing Fundware software which improved grant billing
 - Instituted cash management systems reducing borrowing costs and increasing investment income in excess of \$20,000 per annum
- Changed payroll vendors thereby reducing manual accounting functions
- John V. Lindsay Wildcat Charter School, New York, New York
- Business Manager and Board Member**
Responsible for financial reporting (including New York State), and budgets
- Prepared documents for initial charter school application
 - Prepared 501(c)3 application
- 1991-1999 Telemechanics, Inc. and Teledata Communications, Inc., Bay Shore, New York
(Manufacturers, refurbisher and lessor of computer equipment)
- Vice President –Operations**
Responsible for production, warehousing and financial operations including data processing, financial statement and tax return preparation, human resources and review and integration of acquired lease bases. Administrator of company benefit plans.
- Instituted insurance saving of \$50,000
 - Reduced outside accounting costs by \$15,000
 - Changed billing cycle from monthly to quarterly saving approximately \$100,000 per annum
- 1978-1990 Sid Harvey Industries, Inc. Garden City, New York
(\$150 million wholesaler and remanufacturer of heating, air conditioning and refrigeration equipment and supplies.)

Vice President-Finance and Administration

Responsible for banking relations, overall financial reporting and auditing, insurance, employee benefits, liaison with legal counsel, inventory and accounts receivable management, systems and procedures, data processing, operation audits, corporate taxes, real estate, mergers and acquisitions.

Corporate Secretary and Director of all subsidiaries, Trustee of benefit plans and member of Long-term Planning Committee.

1970-1978

Laventhol & Horwath, Melville, New York
(Large international public accounting firm)

Audit Manager

Responsible for simultaneous audits and tax return preparation and review of public and private companies in various industries, including banking, construction, engineering, manufacturing, ocean transportation and retailing.

Member of firm's EDP Auditing and Accounting and Auditing Committees

1963-1970

Joseph S. Herbert & Co., New York, New York
(Small public accounting firm)

Staff Accountant

Responsible for supervision of engagements in various industries and the review of related corporate and individual tax returns.

EDUCATION:

B.B.A Accounting, 1963 St. John's University

PROFESSIONAL:

Certified Public Accountant, New York
Member of American Institute of Certified Public Accountants

PERSONAL:

Widower, three children

ALICIA A. MCFARLANE

Brooklyn, NY 11225

EDUCATION

Hofstra University School of Law, New York

J.D, December 2008 *Admitted to Practice in New York and New Jersey*

- Written and Oral Depositions-*National Institute for Trial Advocacy-2006*
- Trial Techniques – *National Institute for Trial Advocacy-2007*
- Child Advocacy Training the Lawyer to Represent the Whole Child– *National Institute for Trial Advocacy-2008*

Activities: BLSA – *fundraising chairman, event planning co-chairman*
Part-Time Students Association

Villanova University, Pennsylvania

M.S, Criminal Justice Administration - December 1999

Temple University, Pennsylvania

B.A, Criminal Justice

EXPERIENCE

2010 – Present Queens District Attorney's Office Kew Gardens, NY

Assistant District Attorney, Narcotics Trial Bureau – Alternative Sentencing

Supervise criminal court alternative sentencing initiatives such as community service and various treatment providers within the court; assist with the development of alternative to incarcerations initiatives such as the Queens Youth Diversion Program; provide training to assistant district attorney's regarding the disposition of cases including alternative sentencing options.

Prepare cases for litigation by conducting interviews of complainants and police officers, drafting appropriate charges, presenting cases in arraignment, before grand jury and in specialized court parts, drafting legal memoranda, participating in plea negotiations, etc.

2002-2010 New York City T.A.S.C Kew Gardens, NY

Queens T.A.S.C Project Director

Prepare and submit legal memoranda regarding offenders mandated compliance; act as a liaison to Criminal and Supreme Court staff, probation, and state parole; Supervise court liaison and case management staff for T.A.S.C-alterative to incarceration programs and drug treatment court professionals; testify before City Council regarding funding; testify in Family Court proceedings; supervise a forensic psychologist and case management staff for TASC Mental Health Diversion Program; conduct assessments of mentally ill, adolescent and adult offenders; determine appropriate level of treatment and supervision; assist with data collection for federal grant proposals and maintain compliance with state and federal regulations as well as guidelines set by funders.

Stoplift (shoplifting class)/Anger Management Program Social Worker – per diem

Provide assessments of adult offenders and adjudicated juvenile offenders sentenced by criminal court to respective programs; provide clients with referrals; Provide direct crisis counseling

2001-2002 Progressions Mental Health Pottstown, PA
2001-2002 Gateway Counseling Pottstown, PA

Behavioral Specialist Consultant/Mobile Therapist-

Supervised therapeutic counseling support staff; evaluated youth and devised treatment plans; provided individual and family therapy; evaluated effectiveness of psychiatric services provided; acted as a liaison to the criminal justice system.

1999-2001

Lincoln Academy

Bridgeport, PA

Supervising Counselor

Supervised counseling and teaching staff; collected data and performed statistical program analysis; participated in developing training and staff development; supervised community service assigned by juvenile probation; served as a liaison between students, their families, mental health professionals, substance abuse treatment agencies, probation officers and other criminal justice agencies, Children and Youth caseworkers, etc.

ASSOCIATIONS: Macon B. Allen Black Bar Association, New York City Bar Association, Urban League of Westchester, Queens Bar Association.

[REDACTED]

[REDACTED]

Frank San Felice

Objective

To provide consultation services in management, strategic planning and grant development and evaluation with a focus on the No Child Left Behind legislation and related activities as well as New York State Charter School legislation.

Experience

2002-10 JPS Solutions LLC Hyde Park, NY

Principal

Teacher Incentive Fund (PICCS) Project Co-Director since Summer 2007
Planning services for charter schools and school districts.

Grant development for charter schools and school districts.

Grant evaluations for school districts and not-for-profit organizations.

Development of Consolidated Applications for Charter Schools and school districts.

Development of Charter Applications, and Charter Renewal Applications.

Consultation related to school improvement activities for charter schools and school districts

1998-2002 SF Consulting LLC Hyde Park, NY

President

Participant in the Evaluation of \$50 million NYS Diffusion Fund.

Consultant to NYSED Peer Review Process and the New York State Acader for Teaching and learning.

Administrative (Consolidation) Study for suburban NYS School District.

1987-1998 Dutchess County BOCES Poughkeepsie, N

Assistant Superintendent for Instructional Services

Instrumental in the development of County-wide 2-Way Distance Learning Network

Instrumental in building highly successful BOCES Instructional Services division.

Instrumental in the development of a county-wide, 9-12 alternative high school

Development of numerous successful grants and partnerships with higher education and CBO's

1986 - 1987 Pleasantville School District. Pleasantville, NY

Middle School Administrator

1971- 1986 Hyde Park Central School District Hyde Park, NY
Social Studies Chairman and Teacher
for Middle School and High School

Education

1977- 80 University of Kansas Lawrence,KS
Post Graduate in Education Administration

1968 - 1972 State University at New Paltz New Paltz, NY
M.S. Education

1964 - 1967 Marist College Poughkeepsie, NY
B.A., History.
Graduated Cum Laude.

Volunteer Activity

Current President, Italian Center, Former President, Board of Directors, Dutchess County YMCA; Former Member, Board of Directors, Brookside Day Care Center; and Current Member, Board of Trustees, New York Center for Autism Charter School.

Military Service

1960-1964 United States Air Force Honorable
Discharge

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Ronald Tabano
Signature

March 28, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

Lisa DiGaudio
Signature

3/30/2011
Date

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

Signature

Date

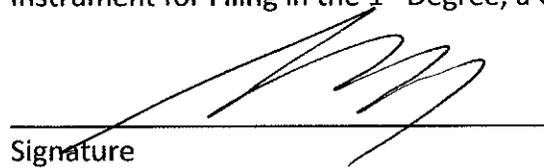
3/14/2011

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature


Date 3/26/11

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Frank San Felice
Signature

March 30, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Alicia McFarlane
Signature

3/29/2011
Date

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

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

Name: Ronald Tabano
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: Bayside, NY 11364

Personal E-Mail/Fax: none

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: New Dawn Charter High School

Charter School Address: to be determined in Sunset Park, Brooklyn, NY

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

Board Chair

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

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

Background

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

I am a founding member.

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

I have worked at Wildcat for the 18 years it has been open and believe the city needs more transfer schools like Wildcat and would like to be part of this school as well.

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

As the CEO/Principal I am on the Board of Trustees for John V. Lindsay Wildcat Academy Charter School.

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

X This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know all the prospective board members. I have served on committees with Lisa DiGaudio through PICCS; Samir Souidi worked at Wildcat as the Senior Research Analyst; George Crowley was the CFO at Wildcat Services when the School first opened; I have known and worked with Frank San Felice for years on different project both through Wildcat and other projects.

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

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

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

Both Sara Asmussen and Ed Peterman work for me at Wildcat.

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

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

I would act in a manner that is consistent with the laws of New York State and the bylaws of the New Dawn Charter High School. As a Board member, I would ensure that persons who have conflicts of interest with respect to particular matters be prohibited from participating in the voting process when such issues are presented to the Board for a decision. In the event that the conflict of interest is substantial and would interfere with the person's ability to carry out the responsibilities of a Board member, I would ask the person to step down from the Board and/ or call for a vote to remove the person from the Board.

Educational Philosophy

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

My understanding of the mission of the New Dawn Charter High School is that it has established a state-of-the-art educational facility for students at high risk.

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

The school will offer a comprehensive educational program that will stress academic rigor in the classrooms, differentiated instruction and individual learning plans to meet the needs of all students. In addition, students will have the opportunity to attend college while earning their high school diploma.

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

The board must provide the necessary oversight to ensure that the school is an academic success, a viable organization and in compliance with all applicable laws and regulations. Active participation by all board members at monthly board meetings is essential.

Other

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

My understanding is that, as a member of the organizing and governing Board of the New Dawn Charter High School, I will support the mission of the school and be actively involved in the school's governance, planning, fundraising, financial, management, legal/regulatory, compliance and accountability. My responsibilities will include a) regular attendance at Board meetings and important related meetings; b) active participation in committee work; c) staying informed about committee matters, preparing myself well for meetings, and reviewing and commenting on minutes and reports; d) participation in the annual evaluation and planning efforts of the Board and relevant committees, and e) participation in fund raising for the school.

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

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

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

It is important to recognize that the school will serve the neediest of young adults in an area where at risk students have few alternatives. The mission is sound and the school's diverse program will be attractive to the disengaged.

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

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

Name: Ms. Lisa DiGaudio

(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____ Levittown, NY _____

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: New Dawn Charter High School

Charter School Address: TBA

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

As a Board Member, my role will encompass working as part of the Education Committee, a body responsible for the governance of the Instructional Program via the School Leader, Principal and Assistant Principal. The Education Committee will be responsible for adjusting staffing, approving budgets related to instructional issues such as curricular materials, new student programs, additional services outside of the charter provisions, etc.

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

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

Background

8. Please provide your educational and employment history. You may do so by attaching a résumé.
X Resume Attached
9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X I affirm.**
10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.
X I affirm.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *As a charter school educator, I have been involved in several projects affiliated with the Teacher's Incentive Fund (TIF). Of these projects, the Partnership for Innovation and Compensation in Charter Schools (PICCS) and Enhancing Education Through Technology (EETT), I developed a relationship with our lead applicant, Sara Asmussen. As we worked together on various aspects of the PICCS, developing protocols and organizing data, we discussed the idea of starting a charter school utilizing the tools that we were developing for these projects. As a result, I am part of the team that is in the process of designing the structure of this charter school. As a team, my role has been in part to contribute to the instructional design of the school, particular to the structure of the advisories unique to our approach, in addition to contributing to the Data Protocols that we will use to monitor student progress.*
12. Please explain why you wish to serve on the board. *It is my passion to serve children. As a board member of The New Dawn Charter High School, and as part of the charter team, I am helping underserved students have a second chance at success. It has been my mission to help students like these, and serving as a board member of New Dawn is just another part of my personal action plan to make a difference in children's lives.*
13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X This does not apply to me.** Yes. (Include description here): *While I have not served on a board of trustees before, the nature of my work as the Director of Curriculum and Instruction at the Hebrew Language Academy Charter School requires me to work directly with Board of Trustees members in all matters instruction. In this capacity, I serve as a member of the school's Education Committee, present reports at all Board of Trustees meetings, and contribute to the instructional program of the school. In this role, my experience will contribute to the overall health and success of the instructional program at New Dawn.*
14. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
X This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any

parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: *I know Ron Tabano and Frank San Felice through my work with PICCS.*
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here: *I currently serve as the Director of Instruction at the Hebrew Language Academy Charter School, have worked at Merrick Academy Charter School, and through my participation at PICCS, I know many charter school employees as well as Board members.*
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I am not aware of any situation as described.*

Educational Philosophy

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

"New Dawn Charter High School will provide over-aged and under-credited students 15 - 21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) Interventions for those with fewer than 11 credits, and for those with more than 11 or more credits: 2) Internships in the community and 3) College enrollment." *New Dawn will provide a second chance to students who, without this opportunity, would undoubtedly drop out of their zone high school. We want to take these students and give them the time, support and opportunity for growth that they have not had the chance to take advantage of in their zone school. These students will learn real world skills, a trade or college credits in addition to regaining self esteem and self worth as productive members of their community in Sunset Park.*

18. Please explain your understanding of the educational program of the charter school. *Per our mission statement, New Dawn will provide students the opportunity to regain control of their academic futures. This means that students who have less than eleven credits earned toward their Regents Diploma will have the chance to rebuild deficient skills, such as in reading comprehension and math. An intensive counseling program, through our advisory structure, will provide these students with the tools necessary to overcome skill deficiencies and socio-emotional hurdles. In addition, for students who earn more credits, they will be introduced in their advisories to college and community internships, providing them the opportunity to have their futures secured with college credits or trade skills in a specific career. By taking this approach, our students, who once were falling behind and headed toward total failure can pick up the pieces and have a new lease on their future.*
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to

take to ensure that this charter school is and remains successful. *As an educator in charter schools for the last six years, I have seen many models and instructional methods attempted at helping our most vulnerable children attain success. At New Dawn, our instructional model is unique in that we are further drilling down differentiation techniques through advisories and multiple pathways for graduation. Small class sizes, intense counseling, skill building, and community involvement are key pieces of the instructional model that will help our children get a second chance. In terms of board oversight, it is important to develop a relationship between the board and the school administrative team that balances accountability to key components of our model. This includes oversight of the educational program, guiding the fiscal health of the organization, maintaining sound operational policies as well as developing an evaluation plan for the school administration. By developing policies of oversight, an education committee to meet with school administration to maintain and advise on the health of the instructional program, a finance committee to guide and help administrate the fiscal health of the school and its operations, will be instrumental in assuring that the school meets its charter goals and maintains fiscal health in the process. Meeting regularly with these committees and as a full board are essential in ensuring the health and livelihood of the school organization and its mission to serve children.*

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *The role of a board member is to help ensure that the governance of the school is properly maintained in terms of its adherence to the charter. This includes providing support to school administration, when needed, to ensure that AYP goals are attained, in addition to helping push student growth. As a board member, our support of school administration in making these goals happen is paramount to the overall success of the school in the long term. A relationship between the board and the school administration should be focused on the monitoring of the charter, financial security and maintenance and continued improvement of the instructional model.*
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I have read and understand the charter school application, board by-laws and all proposed policies.*
22. Please provide any other information that you feel is pertinent to the Department's review.

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

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

Name: Samir Souidi
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: Brooklyn, NY

Personal E-Mail/Fax: S [REDACTED]

Business Address: One Dag Hammarskjold Plaza
New York, NY 10017

Business E-Mail/Fax: 2 [REDACTED]

Charter School Name: New Dawn Charter High School

Charter School Address: _____

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

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

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

Background

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

The Idea of starting a charter school was mentioned during one of the meeting with my ex-coworkers of JVL wildcat academy. We were talking about how a program such like JVL Wildcat Academy Charter School would help Sunset Park Communities. Last couple weeks, we started to believe these communities are in needs for charter High School to address the high numbers of drop outs students from public high schools. I was approached by my ex co-workers to join them, which I did not hesitate to accept the invitation to join as board member.

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

Personally, I believe in second chance. Being member of this charter school we will give our youth a second chance to change their life. There is no noble thing to do than this. Knowing that you will be helping a troubled kid going through a rough time in completing his or her High school degree, that there is a chance to finish even if they are dropping out from the public school or are reaching their age limit.

Professionally, I felt that I can contribute to the success of the Charter school with my Information technology skills. I believe that you need a smart data collection, and analysis to evaluate students' skills and target their needs, and in the same time give smart tools to the teachers to easily evaluate each student in shorter time, and put more efforts and time on teaching and helping students in their most needed subjects.

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

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

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

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

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

XX This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

Yes, I know couple Board members: I know Mr. Ron Tabano. He is the CEO/Principal of JVL Wildcat Academy Charter School. He was my supervisor when I worked at JVL as Operation Research Analyst for 3 years. Also I know Ed Peterman and Sara Asmussen, I worked with them at JVL wildcat Academy charter School.

I know Mr. George Crowley; I used to work with him when he was the CFO of Wildcat service Corporation from 2002 to 2005.

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

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

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

I worked for years with John V. Lindsay Wildcat Academy Charter School, as such, I know many charter school employees including those working on this project.

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

XX No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

XX None. Yes.

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

I would make a motion in the board meeting, asking for explanation from the person concerned and ask if any other board member was aware of this. I will ask the board chairman

to open an investigation immediately. In the case of my allegation is true, I would ask the board to write a letter to Department of Education about the incident and dismiss this person from the board and hold any business engagement with any third party where this present has relation with.

Educational Philosophy

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

The mission of the New Dawn Charter school is to address the needs of Sunset Park communities' students who dropped out of school or are still in school but at risk of not graduating, by developing a non-traditional curriculum that will help strength their Match and reading skills, and at the same time the New Dawn High school will help these students to develop a crucial work and social skills by taking internships in local industry or business while finishing their grads by week in school and week in internship.

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

The educational program will concentrate on non-traditional curriculum that will be designed for struggling students in Math and English, and student that were behind in grade level. Students will be in small groups, where each student would have a full attention of the teacher and not be lost in big classes like in the normal public high school. The New Dawn Charter High schools will design an internship program that will let student to work for one week, and attend school in the next week. This program will teach students the importance of work ethic and help them to develop social and work skills. Both programs (in school or in Internship) will be monitored and grades by the school.

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

My previous job I worked for JVL Wildcat Academy Charter School where its program is the same as the New Dawn Charter High school, I gained a lot of experience in working closely with the principle and the teachers, I was in charge of preparing student data to teachers, principal and Administrator to analysis and follow student progress. It was very crucial to teachers and administrators to have historical data about each student in the school so they can analysis his or her needs and targets her or his weakness by developing a study plan that would work.

As a board member I would emphasize on this, by urging to have in place a system that would track student progress and attendance.

Other

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

As board member in public charter school my role would be to know and approve all policies and programs and to oversee their implementation.

I would be morally responsible for the health and well-being of the charter school, and I would pledge myself to carry out its mission, and fully committed and dedicated to it.

I would actively engage in fundraising for the charter in whatever ways are best suited to me.

I would attend most of the board meetings every year, if I am overseas I would try to attend by phone, if not I will request the meeting notes and comment on them.

I would respect and support majority decisions of the board, and participate actively in board meetings and actions.

I would bring to attention of the board any issues that I believe will have an adverse effect on the charter school, and refer complains to the proper level of chain of command.

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

I affirm.

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

N/A

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

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

Name: George J. Crowley
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: Garden City, NY

Personal E-Mail/Fax: [REDACTED]

Business Address: retired

Business E-Mail/Fax: _____

Charter School Name: New Dawn Charter High School

Charter School Address: to be determined in Sunset Park, Brooklyn, NY

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

Charter School Board, Finance Committee

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

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

Background

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

I worked with Ron Tabano in the past in my role as CFO of Wildcat Services Corp and I was recruited by Ronald Tabano

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

I've seen the success that the John V. Lindsay Charter School had in educating the same population.

27. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **See resume Also a member of the Board Of Directors of J.W. Hampton Jr. & Co., Inc. (A privately owned Custom House Broker)**

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

This does not apply to me. Yes.

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

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

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

Conflict of Interest

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

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

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

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

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

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

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

None. Yes.

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

Discuss the matter at the Board Meeting and require the parties to cease or request their resignation.

Educational Philosophy

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

To give over-aged and under credited students an opportunity to earn a high school diploma and continue on a career path.

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

The school day will be 9 to 5. There is an intensive program for students with fewer than 11 credits while students with more than 11 credits will have internships and/or attend college. Each student will have ILP to guide their education. The entire education program is based on a data driven decision model. Instruction includes differentiation through the workshop model and targeted remediation.

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

The Board will review all outside reviews to assure the school is performing in accordance with state standards. The board will also review financial statements to ascertain that the school is running within the budget.

Other

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

A board member should be free of conflicts of interest, ascertain the school is living up to its mission statement. The member should determine the school is providing an education within the state guidelines and operating within the revenue sources.

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

I affirm.

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

N/A

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

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

Name: Frank San Felice
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: South Hyde Park, NY

Personal E-Mail/Fax: _____

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: New Dawn Charter High School

Charter School Address: TBD Sunset Park

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

Education Committee

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

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

Background

29. Please provide your educational and employment history. You may do so by attaching a résumé. **XX** Resume Attached
30. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **XX** I affirm.
31. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **XX** I affirm.

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

I was made aware of the school by the lead applicant, Sara Asmussen and I was invited to become a board member by the principal of JVL Wildcat Charter School, Ron Tabano.

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

I believe my experience and training will be helpful to the school during its start-up period and beyond.

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

I am currently a member of the Board of Trustees of the New York Center for Autism Charter School.

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

XX This does not apply to me. Yes.

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

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

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

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

XX This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I have worked on various projects with Ron Tabano the CEO/Principal of Wildcat for years.

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

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

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

I am currently providing the services of Project Director to CEI-PEA's PICCS project through a contract between CEI-PEA and JPS Solutions LLC. I am a principal in JPS Solutions LLC. Sara Asmussen is the PICCS Data Coordinator and JVL Wildcat Charter School is a participant in the PICCS Project. Sara Asmussen has also done free-lance consulting for JPS Solutions, LLC.

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

XX No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

XX None. Yes.

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

In the event that I had reason to believe that one or more members of the board are involved in a form of conflict of interest, I would immediately bring my concern to the members of the board and request that the board invoke the conflict of interest policy. If the board failed to act on my request and assuming that the potential for actual conflict is great, I would make certain that the minutes detailed my request along with my reasons for the request along with the board's response. I would inform the board that I will discuss this matter with the school's attorney and if I was not satisfied, I would pursue this matter with the schools' authorizer. Since Board members have a responsibility to act even if a conflict of interest is only suspected, I would not halt my actions until this matter was resolved in accordance with appropriate board policy and State law.

Educational Philosophy

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

New Dawn Charter School High School is a proposed transfer high school that will provide over-aged and under-credited students 15-21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous education program. It is my understanding that three programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with more than 10 credits, 2) Internships in the community and 3) College enrollment. New Dawn charter School will particularly serve those students who are English Language Learners (ELL) and/or have already dropped out of school.

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

The educational program at New Dawn will be based on the JVL Wildcat CS program. Students will attend school 180 days in year 1 and at least 215 days in consecutive years. The scheduling plan includes the followings:

- 1) the school building will be open from 8:00 AM to 6:00 PM;
- 2) classes will be in session from 9:00 to 5:00;
- 3) on-line computer access will be available from all areas to facilitate research;
- 4) students with fewer than 11 credits will complete an intensive program of academic and social/emotional growth;
- 5) students with 11 credits or more will be involved in internships in the community and college through a program developed in conjunction with CUNY's BMCC;
- 6) embedded professional development in differentiated instruction and classroom management will be used;
- 7) core subject teachers will meet every day from 3:30 to 5:00 for the purpose of common planning and professional development in the School Improvement Engine (SIE); and
- 8) at the end of the first year, staff will have the summer to regroup and prepare for the next year;
- 9) there is a rigorous recruitment plan to reach the Spanish, Chinese, and Arabic speaking communities in the neighborhood;
- 10) the school model will be based on the School Improvement Engine (SIE) in use by all consortium schools involved in a \$10.5 million project funded by the U.S. DOE's Teacher Incentive Fund called Partnership for Innovation in the Compensation for Charter Schools (PICCS). The SIE includes all curricular, assessment, student tracking tools and procedures necessary for the implementation of a data driven culture, allowing teachers to use real-time data to inform instructional decisions.
- 11) to graduate from high school, students at New Dawn will take and pass all the appropriate Regents exams as well as complete all high school credits as specified under the NYSED Part 100 Regulations, specifically part 100.5-Diploma Requirements and Part 100.2-General School Requirements, with particular attention to Part 100.2q-High School Program Offerings.

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

Characteristics of a successful charter school include the following:

A clear sense of mission and a defined institutional culture dedicated to achieving the school's mission;

A set of organizational structures and systems supporting student learning;

Purposefully chosen teachers and administrators who understand the school's goals and objectives are committed to achieve them;

Families that are aware of and willing to carry out the responsibilities to support their children; and

Classroom procedures that maximize time spent on instructional tasks and link content to state standards.

To the extent that the board supports through appropriate policy development and budgeting the shared central themes of successful charter schools, it will ensure that the school remains successful. The shared themes are-culture, mission, people, and structures and systems.

The board must provide the necessary oversight to ensure that the school is an academic success, a viable organization and in compliance with all applicable laws and regulations. Active participation by all board members at monthly board meetings is essential.

Other

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

Members of a charter school Board of Trustees owe allegiance to the school and must act in good faith with the best interest of the school in mind. The conduct of a trustee must, at all times, further the school's goals and not the member's personal or business interests. Consequently, trustees should not have any personal or business interest that may conflict with their responsibilities to the institution. A trustee should avoid even the appearance of impropriety when conducting the institution's business. Acts of self-dealing constitute a breach of fiduciary responsibility that could result in personal liability and removal from the board. The Board of trustees is a policy making body and should refrain from direct implementation of policy by school administrators and others. The Board hires and fires upon recommendation of the administration and evaluates the performance of the top levels of school management.

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

I affirm by my signature to the Statement of Assurance that I have read and understand the charter school application, the board's by-laws and all proposed policies of the school.

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

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

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

Name: Alicia McFarlane, Esq.
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: Brooklyn, NY

Personal E-Mail/Fax: _____

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: New Dawn Charter High School

Charter School Address: _____

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

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

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

Background

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

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

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

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

I became aware of the available position on the board through conversations with current Wildcat Academy board member Douglas Knight.

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

As an attorney I realize that it is a legal requirement to have a board, beyond that I am well aware of the importance of a well informed and well trained board. I have dedicated myself and my professional experience to serving the underserved and under represented populations in Urban Cities. I believe that I am particularly strong in community and organizational development and I am eager to lend my abilities to the New Dawn Charter School.

I believe identifying and nurturing students who are at risk of aging out or dropping out of traditional schools and providing them with an alternative method of learning, supporting their emotional welfare and growth while giving them real life skills that they may employ after high school is essential. Thus, I full heartily support the efforts of the school and the current board members.

In addition, as a Brooklyn resident I am committed to enriching my community and I believe the charter school has the ability not only to transform the lives of the community youth but the community as a whole by offering a unique educational resource.

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

As my resume reflects I have several years of progressive experience in the management within not for profit organizations. However, I have not served as a board member in the past. As the Director of Queens TASC and Queens Mental Health Diversion I had the opportunity to broaden their base of support within the community by strengthening and creating service linkages with treatment agencies, testifying before city council, and representing the organization before Albany representatives.

In my current position I have had the opportunity to work within a planning committee to develop a Youth Diversion Program which serves adjudicated youth with current criminal cases. Education and therapy are the core principles of the program. I created the curriculum which is currently being used and work closely with the Board of Education to ensure that the educational goals of the youth are met.

In addition, I have served as a lead counselor supervising a team of 3 counselors and 3 teachers within an alternative school with a similar mission and similar target population as New Dawn.

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

XX This does not apply to me. Yes.

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

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

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

XX This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

Douglas Knight is my direct supervisor at the Queens District Attorney's Office, he will not be on the New Dawn Board.

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

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

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

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

XX No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

XX None. Yes.

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

I understand that I would be required by law to disclose any potential conflicts of interest to the board as soon as I discovered them.

Educational Philosophy

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

New Dawn's mission is to serve youth that are struggling in traditional schools. New Dawn hopes to provide a resource for older under credited youth who are at risk of failure within the current educational system. I am particularly impressed with Advisory groups. These supportive groups aimed at developing the youth's self-worth and enabling them with making better choices are a necessary addition to the educational process.

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

New Dawn's educational program is structured around a non-traditional setting where the students will benefit from a differentiated learning program. The curriculums employed will be tailored to the needs of the individual student, students who are traditionally hard to engage because they are suffering from a host of issues. New Dawn will service students at all academic levels including those struggling with English and learning disabilities.

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

I believe the one of the major characteristics of a successful charter school is the schools freedom to explore different innovative ways of meeting its mission. It is necessary to have qualified teachers and administrators that can develop a teaching pedagogy that is inclusive of the students' needs. The board must be able to hold the staff and administration accountable. It is also important the board and the administration remain cognizant of the mission of New Dawn and foster continuous learning amongst the staff as well as the students. Staff development, self-reflection, and attention to indicators must be an integral part of the New Dawn Charter School system of internal ability.

Other

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

I have read the By-laws, code of Conduct and governance section of the charter application. I understand the role you will be expected to play and the responsibilities I must meet if I am selected to be a Board member. I will do my best to fulfill any requirements of me as a board member. I am confident that my past experience in not for profit management , counseling of school age youth, and development of youth

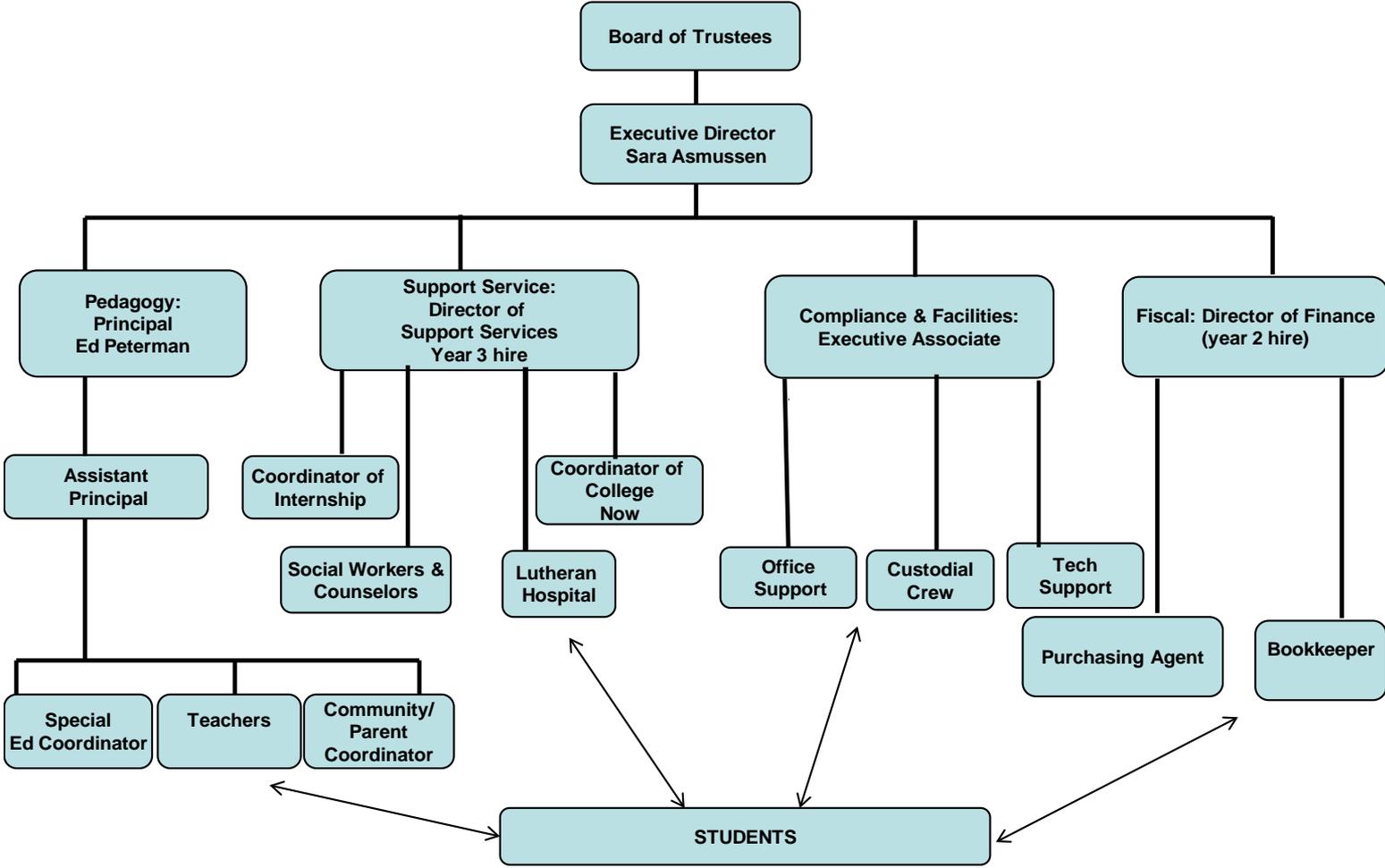
diversion programs will be an asset to New Dawn if I am selected.

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

Affirm.

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

New Dawn Organizational Chart



Attachment 10 – Job Description

Executive Director

The Executive Director is the leader of the school and bears a responsibility for the total operation of the school and all matters that concern the school. The Executive Director answers to the Board of Trustees and is responsible of all outcomes at all levels of the School Improvement Engine’s Sustainable Data Culture. The Executive Director supervises the leaders of the four operation sections of the school (Pedagogy—Principal; Support Services—Director; Compliance—Executive Associate; and Fiscal—Director).

Responsibilities: The Executive Director’s responsibilities include acting as a consensus builder, supervisor and evaluator of staff, the developer and evaluator of programs for all students and ensuring the coordinator of all services for students. The Executive Director must ensure compliance with the school’s approved charter, board policies, appropriate governmental statutes, NYSED regulations, and the No Child Left Behind Act..

The first three years of the charter, the ED will be directly responsible for the development of the Internship and College Now Programs until the Director of Support Services is hired. As well, the ED will also be responsible for the fiscal viability of the school until the Director of Finance is hired.

The ED will work in the community developing relationships that will propel the school forward in all areas: funding, internships, college, as well as general support from local residents. The ED has responsibility to the school’s authorizer regarding progress towards the school’s goals and objectives and other school accomplishments as well as school practices and policies.

In addition to the above responsibilities, the ED will perform all additional duties assigned by the Board of Trustees. In selecting a person to fulfill these responsibilities, the following criteria to be met:

Vision: *The Executive Director will have knowledge and understanding of:*

1. The vision and mission of the New Dawn Charter High School, including its commitment to educate students who are struggling educationally and have not had the opportunities that many students have had, and may have social-emotional problems as well.
2. The School Improvement Engine and a firm belief in the Sustainable Data Culture and an understanding of the importance of using data at all levels of the school to inform decisions.
3. The importance of a vocational component to education and why it is important to improved high school performance.
4. The importance of a college component to the education of students of poverty and how it can improve the quality of student and their family’s lives.
5. NCLB and AYP and how this integrates into the state and city’s progress reports.
6. Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Commitment: *The Executive Director will be committed to:*

1. All decisions being made in the best interests of the students and the school.
2. Upholding high standards in the day-to-day operation of the school and using current technology to support and improve school operations. Managing a well-functioning school to make sure that it does not operate in a “crisis mode.”
3. A team approach to educational change. Engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging shared accountability among all the members of the school community.

4. Ensuring that the belief that all students should have as many opportunities for an education as needed is integrated into the daily functioning of the school.
5. Upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services.

Demonstrated capacity and experience: *The Executive Director will have demonstrated capacity in:*

1. Using facilitative leadership in the management of the school.
2. Working collaboratively with the school community to develop and maintain a shared school vision.
3. Ensuring that decision-making regarding all parts of the organization are consistent with and supportive of the school vision.
4. Fostering a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.
5. The use of compensation plans to reward and maintain effective staff.
6. Managing fiscal resources responsibly, efficiently, and effectively.
7. Managing human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff.
8. Monitoring support services such as transportation, food, health, and extended care responsibly.
9. Facilitating school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.

Knowledge and Understanding: *The Executive Director will have knowledge and understanding of:*

1. Organizational theory and principles of organizational development.
2. Human Resources management and development, including related/support/ancillary services.
3. Relevant local, state and federal laws, policies, regulations, and procedures.
4. Sound fiscal procedures and practices.
5. Time management to maximize the effectiveness of the school community.
6. Current technologies that support management functions.
7. Organizational learning for school cultures, goal setting, change processes, and group dynamics; and resource management.
8. Assessing the overall impact of professional development activities on the improvement of teaching and student learning.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the New Dawn Charter High School as described in the school's charter.
- A Master's Degree at a minimum.
- Experience with using data to inform decision making.

Principal

Responsibilities: The Principal is the head of the Pedagogy component of the Organizational structure and responsibilities include acting as educational leader, supervisor and evaluator of teachers, the developer and evaluator of programs for all students and the coordinator of curriculum and services. The Principal will be responsible for developing an effective parent participation program and as such will maintain open channels of communication with parents, students, and teachers regarding the responsibilities of individual stake holders and how they impact the school's accomplishments as well as school practices and policies. The Principal reports directly to the Executive Director and has as his or her direct reports the Assistant Principal and through the AP, all teachers, special education coordinator, and community /parent coordinator.

Vision: *The Principal will have knowledge and understanding of:*

1. The use of data to inform decision and strengthen curriculum and instruction through the use of School Improvement Engine Sustainable Data Cultures.
2. Group process strategies for supporting teachers through their professional growth.
3. A belief in teachers and students as life-long learners and creating an environment where both are enabled.
4. Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Commitment: *The Principal will be committed to:*

1. All decisions being made in the best interests of the students.
2. A team approach to educational change. Engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging shared accountability among all the members of the school community through facilitative leadership.
3. Aligning the curriculum, instruction, and assessment to promote students' learning and development using the PICCS Warehouse.
4. Daily common planning time for teachers so that they are able to collaborate on designing and implementing the curriculum as well as participate in professional development.

Demonstrated capacity and experience: *The Principal will have demonstrated capacity and experience in:*

1. Using shared decision making effectively in the management of the school.
2. Working collaboratively with the school community to develop and maintain a shared school vision.
3. Focusing the faculty on designing learning experiences that enable students to succeed in their current grade and to prosper in subsequent grades and as adults.
4. Conducting classroom visits and periodic observations, providing constructive feedback to faculty and staff, and suggesting models of effective teaching techniques when needed.
5. Fostering a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.

Knowledge and Understanding: *The Principal will have knowledge and understanding of:*

1. The curriculum and instructional methodology of New Dawn, as described in the school's charter.
2. Supervisory and observational techniques that promote effective teaching and learning.
3. Authentic and research-based methods for assessing student learning.
4. Relevant technologies and their use in enhancing student learning.
5. Time management to maximize the effectiveness of the school community.
6. Current technologies that support data driven decisions.
7. Organizational learning for school cultures, goal setting, change processes, and group dynamics; and resource management.

8. Assessing the overall impact of professional development activities on the improvement of teaching and student learning.

Minimum Qualifications and Training:

- Master's in Education
- Appropriate certifications
- Excellent time management and organizational skills
- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms.

Director of Finance

The Director of Finance has overall responsibility for the Financial component of the Organization and ensures compliance with federal, state, and local government policies and procedures as it pertains to financial and operational audits in public charter schools. S/he manages and coordinates the processing and reporting of financial activities for the charter school. S/he develops internal controls designed to help safeguard the assets of the charter school. The Director of Finance reports directly to the Executive Director. All finance, human resource, and purchasing staff report to the Director of Finance.

Responsibilities:

- Ensures financial stability, sound financial planning, effective asset management and full compliance with government and charter audit requirements.
- Responsible for planning, organizing and directing all day-to-day fiscal operations of the charter school.
- Coordinates fund development, including the creation and implementation of long-term financial development plan, donor management and the acquisition of entitlement and competitive grants and corporate sponsorships.
- Works with Board Treasurer, outside auditors and charter authorizer to address operational improvements and recommends actions identified as part of the annual audit.
- Establishes and maintains accurate and timely fiscal records and reports for ongoing analysis of the organization's fiscal condition.
- Submits periodic financial reports to the Board of Trustees. Submits all financial reports required by charter authorizer and New York State Education Department.
- Monitors legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance
- Maintains accounting records for funds received and distributed.
- Oversees payroll processing and required tax reporting.
- Audits for adequacy and effectiveness of the charter school's internal financial control and reporting systems.
- Assures the charter school meets specifically assigned ongoing and annual operational and financial objectives.
- Reviews and advises on all reports that have financial implications.
- Assists with developing and monitoring the charter school's annual budget.
- Reviews financial statements for accuracy of account classification and analyzes activities in various accounts.
- Assumes overall responsibility of the integrity and adherence to individual and professional standards of all financial activities, including individual school financial recordkeeping.
- Responsible for accounts payable for timely payment to vendors.
- Upholds the principles of the School Improvement Engine's Sustainable Data Culture.
- Performs other duties as needed or requested by the School Principal or Board Treasurer

Minimum Qualifications and Training

- Bachelor's degree in accounting, finance or a closely related field or
- Master's degree in finance preferred.
- Five years experience in financial accounting, preferably in an educational environment.
- Knowledgeable of all Education Codes, particularly those sections covering school finance requirements, accounting procedures, and the audit process.
- Prior successful experience with principles, practices and methods of financial management, budget preparation and control.

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- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing.
- Working knowledge of Federal programs and grants
- Ability to prepare clear, concise, accurate and complete financial reports including statistical analysis.

Executive Associate

The Executive Associate is responsible for overseeing school operations and as such is responsible for the Compliance component of the organization and is responsible for the opening of the school in the beginning of the charter. The Executive Associate reports directly to the Executive Director. All custodians, front office staff, office support staff, technology staff report to the Executive Associate

Responsibilities:

- Overseeing site management and development.
- Overseeing technology needs and operation
- Ensuring that the school site is maintained as a safe and clean environment.
- Developing and maintaining the school's operational plan.
- Establishing strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records).
- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Attending all board meetings and working with board members and committees to implement policies.
- Responsible for the upkeep and timely management of the PICCS ATS system and for downloading data for uploading to the PICCS Warehouse.
- Performing other tasks consistent with the goals and objectives of this position.
- Upholding the School Improvement Engine's Sustainable Data Culture.
- In consultation with Executive Director, implement practices and procedures to ensure performance-based, contractual and regulatory accountability goals are reached.
- Review the School's Charter re the operational, instructional, programmatic and performance promise made.
- Reviews legislative bills affecting New York State charter schools and reports thereon.
- Communicate pertinent information to ED and Board of Trustees.
- Meet with staff, parents/guardians and district and agency personnel as necessary.
- Complete mandated data reports and assist in the gathering of data and writing of all required reports and/or correspondence.
- Use appropriate technological tools for the design of materials, office operations, reporting and electronic networking.
- Advise administration re reporting and compliance requirements.
- Assist in the completion all reports: Consolidated Application, Various Title applications, Annual Reports, and all other reports from oversight or authorizer.
- Responsible for downloading data to the various sites needing the information from the school, including but not limited to, PICCS, NYC DOE, NYSED, and 21st CCLC US Education Department.
- Responsible for the data scrubbing for all reports generated by NYC DOE and NYSED.
- Other duties as requested by Executive Director.

Minimum Qualifications and Training:

- Bachelors Degree, or higher degree, in Operations Management, Organizational Management, Business or related field.
- Knowledge of and experience with school facilities and relevant technologies.
- Knowledge of relevant laws, regulations and charter authorizer requirements.

Director of Support Services

The Director of Support Services is the lead of the Support Services component of the Organizational Structure. The Director is responsible for establishing the counseling and social work services at the school. S/he will be the liaison with Lutheran Hospital and CUNY's College Now program. The Director of Support Services reports directly to the Executive Director. Direct reports include staff from Lutheran, Coordinator of College Now, Coordinator of Internships, Counselors, and Social Workers.

Responsibilities:

- Understand the use of data within the School Improvement Engine and the Sustainable Data Culture and the use of data to improve student performance.
- Oversee the Lutheran Hospital program which provide mental and physical health services.
- Oversee all Social Workers and Counselors to ensure integration into the advisories.
- Responsible for establishing external referrals for students in need of more intensive services.
- Working with the Principal and AP, assess the curriculum in the advisories.
- Working closely with the Principal and AP, schedule the advisories and the appointment of staff to oversee advisories.
- Oversee the Internship Coordinator and the Internship Program.
- Assist the Internship Coordinator with the development of interns in the community and the assessment of the internships
- Establishing connections with the community and employers to strengthen the Internship Program.
- Oversee the College Now program, working closely with CUNY and supervising the College Now Coordinator.
- Tracking the attendance of students who are participating in programs off campus (Internships and College Now).
- Overseeing student recruitment and outreach.
- Tracking students who have enrolled in the school but have not been attending school; making referrals for these students or returning them to school.
- Ensuring that students have access to college including all enrollment and financial aide.
- Organizing college trips and schedule motivational speakers for students.
- Any other tasks that align with the support of students in all areas of their lives including home, school, and future career.

Minimum Qualifications and Training

- Bachelor's degree in counseling, human services, or a closely related field or
- Master's degree in social service field preferred.
- Five years experience in developing social service programs, or
- 10 years experience of growing responsibility within the social service field.
- Knowledge and full understanding of the ethics around counseling, social worker, human services.

Assistant Principal

The Assistant Principal will support and assist the Principal in all activities of the School. S/he will have direct responsibility for all teachers, including special education, ELL, and special education coordination.

Responsibilities:

- Coordinate planning, implementation and evaluation of academic program at Manhattan and Bronx sites,
- Formulate academic goals in conjunction with New York State and other prevailing standards,
- Promote academic goals through formal and ad hoc staff development,
- Employing the Danielson Group's Classroom Observation metrics and rubrics, assess all teachers throughout the year in classroom management and instructional skills,
- Oversee and help plan staff development throughout the year,
- Assist school staff with orientation, academic placement and assessment of students,
- Assist with identification of students for AIS,
- In consultation with school staff, plan and facilitate integration of academic and internship goals and objectives,
- Supervise writing and revision of curricular materials,
- Oversee the development of class curriculum materials,
- Implement and oversee the creation of academic units in all core areas on the CurriculumConnector program through Performance Plus,
- Assess the use of CurriculumConnector to determine when changes need to be made to crosswalks and curriculum,
- Promote Reading, Writing and Math across the curriculum,
- Oversee and implement Assessment Builder and Tracker through CurriculumConnector at both sites,
- Working with teachers and administration, assist with the development of the Individual Learning Plans for students using the PerformancePlus Suite of tools,
- Supervision of Bronx building in absence of Principal, and
- Other activities as requested by Principal.

Minimum Qualifications and Training

- Master's degree in Education.
- Five years experience in increasing responsibilities in education supervision.
- Appropriate certifications.

POSITION TITLE: Teacher

QUALIFICATIONS FOR POSITION:

- Demonstrated experience in teaching high school in core area,
- Certification in Core Area Content 7-12 from the NYS Education Department,
- Demonstrated knowledge of curriculum and 'best practice' pedagogy,
- Demonstrated ability to write and plan lessons aligned with curriculum,
- Demonstrated ability to work with students struggling in core teaching area who are at varied levels of proficiency,
- Knowledge and ability to correlate curriculum with state standards, and
- Knowledge of Instructional Technology and technology integration.

MINIMUM LEVEL OF EDUCATIONAL ATTAINMENT:

- 1) MA in appropriate field for certification
- 2) Completion of content area to achieve High Qualified status

REPORTING:

- 1) Report to the principal but with oversight from Assistant Principal.

STRATEGIES/ACTIVITIES TO BE PERFORMED:

- 1) Provide classroom instruction in core area,
- 2) Write lesson plans and syllabus as per NYS Standards
- 3) Work with other teacher(s) in core area, Education Specialist and AP to develop targeted lessons for students,
- 4) Serve on committee to develop Individual Student Learning Plans,
- 5) Supervise, encourage, counsel and evaluate students,
- 6) Create an effective classroom environment,
- 7) Refer students with behavioral/emotional issues to counselors,
- 8) Participate in academic support activities across curricula,
- 9) Use pertinent testing information (Scantron or in-class assessments) to inform curriculum to target specific weaknesses in core area,
- 10) Work with the Dean of Students (Bronx) and the Parent Coordinator (Bronx/Manhattan) to conduct outreach to parents as appropriate,
- 11) Meet with parents/guardians during scheduled day and evening conferences and as necessary,
- 12) Participate in staff development activities,
- 13) Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements, and
- 14) Assist with the mandated data reports and assist in the gathering of data and writing of all required reports for the final Consolidated Application (Title program) Report and Annual report as required by the program.

POSITION TITLE: Teacher—Special Ed/Core Subject

QUALIFICATIONS FOR POSITION:

- Experience in teaching high school as Special Education teacher,
- Dual certification in English 7-12, Math, or Social Studies a plus,
- Demonstrated knowledge of curriculum and ‘best practice’ pedagogy as it applies to students with disabilities,
- Demonstrated ability to write and plan lessons aligned with curriculum and IDEA requirements,
- Demonstrated ability to work with students struggling with academic subjects,
- Knowledge and ability to correlate curriculum with state standards,
- Knowledge of Instructional Technology and technology integration, and
- Understanding, or willingness to learn, the NYC/NYS SPED system.

MINIMUM LEVEL OF EDUCATIONAL ATTAINMENT:

- MA in appropriate field for certification
- Completion of content area to achieve High Qualified status

LOCATION AND REPORTING:

- Work at Manhattan campus
- Report to CEO/principal

STRATEGIES/ACTIVITIES TO BE PERFORMED:

- Provide classroom instruction in core subject area (if applicable),
- Co-teach with teachers to provide special education services as per IEP,
- Provide support to classroom teachers to modify curriculum and classroom to meet the needs of special learners.
- Write lesson plans and syllabus as per NYS Standards (if applicable),
- Write out IEP’s and work with CSE
- Work with other teachers to develop targeted lessons for students,
- Serve on committee to develop Individual Student Learning Plans and IEPs,
- Supervise, encourage, counsel and evaluate students,
- Create an effective classroom environment,
- Refer students with behavioral/emotional issues to counselors,
- Participate in academic support activities across curricula,
- Use pertinent testing information (Scantron or in-class assessments) to inform curriculum and assessments,
- Meet with parents/guardians during scheduled day and evening conferences and as necessary,
- Participate in staff development activities,
- Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements, and
- Assist with the mandated data reports and assist in the gathering of data and writing of all required reports for the final Consolidated Application (Title program) Report and Annual report as required by the program.

POSITION TITLE: Teacher—ELL

QUALIFICATIONS FOR POSITION:

- Experience in teaching high school ELA and ESL,
- Dual certification in English 7-12 and TESOL from the NYSED,
- Demonstrated knowledge of curriculum and 'best practice' pedagogy,
- Demonstrated ability to write and plan lessons aligned with curriculum,
- Demonstrated ability to work with students struggling with reading and writing who are at varied levels of proficiency who are also ELL,
- Knowledge and ability to correlate curriculum with state standards, and
- Knowledge of Instructional Technology and technology integration.

MINIMUM LEVEL OF EDUCATIONAL ATTAINMENT:

- MA in appropriate field for certification
- Completion of content area to achieve High Qualified status

LOCATION AND REPORTING:

- Work at Bronx Campus
- Report to the Principal, observed by the Educational Specialist and Dean

STRATEGIES/ACTIVITIES TO BE PERFORMED:

- Provide classroom instruction in ELA/reading,
- Provide classroom instruction for English Language Learners,
- Write lesson plans and syllabus as per NYS Standards,
- Work with other ELA teacher(s) and Curriculum Coordinator to develop targeted lessons for students,
- Assist other teachers to modify lessons to meet the needs of ELLs,
- Serve on committee to develop Individual Student Learning Plans,
- Supervise, encourage, counsel and evaluate students,
- Create an effective classroom environment,
- Refer students with behavioral/emotional issues to counselors,
- Participate in academic support activities across curricula,
- Use pertinent testing information (Scantron or in-class assessments) to inform curriculum to target specific weaknesses in ELA,
- Work with the Dean of Students and the Parent Coordinator to conduct outreach to parents as appropriate,
- Meet with parents/guardians during conferences and as necessary,
- Participate in staff development activities,
- Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements, and
- Assist with the mandated data reports and assist in the gathering of data and writing of all required reports for the final Consolidated Application (Title program) Report and Annual report as required by the program.



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

New Dawn Charter High School

Contact Name: Sara M. Asmussen
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Examples
Pre-Opening Period January 1, 2012 to June 30, 2012
Operational Year ONE July 1, 2012 to June 30, 2013

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

**New Dawn Charter High School
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012**

Total Revenue	155,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	152,275	
Net Income	2,725	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	-	-	
Instructional Management	1.00	60,000	\$120,000 annual rate for 6 months
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	25,000	\$50,000 annual rate for 6 months
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	85,000	

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

2.00	85,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	9,775	Assumes an 11.5% payroll tax rate
Fringe / Employee Benefits	15,300	Assumes a 18% rate for insurance and other benefits
Retirement / Pension	1,700	Assumes a 2% rate for a pension plan
TOTAL PAYROLL TAXES AND BENEFITS	26,775	

TOTAL PERSONNEL SERVICE COSTS

2.00	111,775
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CONTRACTED SERVICES

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

SCHOOL OPERATIONS

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	1,500	two computers as well as phones
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	6,000	Recruiting supplies as well as other office needs
Staff Development	-	
Staff Recruitment	10,000	
Student Recruitment / Marketing	10,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	10,000	
Other	-	
TOTAL SCHOOL OPERATIONS	37,500	

FACILITY OPERATION & MAINTENANCE

Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	Space and all costs around space will be provided by Wildcat
Repairs & Maintenance	-	
Equipment / Furniture	-	Will be provided by Wildcat
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-

TOTAL EXPENSES	152,275
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NET INCOME	2,725
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**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012		
		DESCRIPTION OF ASSUMPTIONS
Total Revenue	155,000	
Total Expenses	152,275	
Net Income	2,725	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15: New Dawn Charter High School	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012							
	26,820	25,305	25,400	25,475	25,500	26,500	155,000
Total Revenue	26,820	25,305	25,400	25,475	25,500	26,500	155,000
Total Expenses	26,629	25,129	25,129	25,129	25,129	25,129	152,275
Net Income	191	176	271	346	371	1,371	2,725
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	191	176	271	346	371	1,371	2,725
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	26,820	25,305	25,400	25,475	25,500	26,500	155,000
TOTAL REVENUE	26,820	25,305	25,400	25,475	25,500	26,500	155,000

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012							
	26,820	25,305	25,400	25,475	25,500	26,500	155,000
Total Revenue	26,820	25,305	25,400	25,475	25,500	26,500	155,000
Total Expenses	26,629	25,129	25,129	25,129	25,129	25,129	152,275
Net Income	191	176	271	346	371	1,371	2,725
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	191	176	271	346	371	1,371	2,725
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	60,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	4,167	4,167	4,167	4,167	4,167	25,000
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	14,167	14,167	14,167	14,167	14,167	85,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	14,167	14,167	14,167	14,167	14,167	85,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	1,629	1,629	1,629	1,629	1,629	9,775
Fringe / Employee Benefits	-	2,550	2,550	2,550	2,550	2,550	15,300
Retirement / Pension	-	283	283	283	283	283	1,700
TOTAL PAYROLL TAXES AND BENEFITS	-	4,463	4,463	4,463	4,463	4,463	26,775
TOTAL PERSONNEL SERVICE COSTS	2.00	18,629	18,629	18,629	18,629	18,629	111,775
CONTRACTED SERVICES							
Accounting / Audit	-	500	500	500	500	500	3,000
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	500	500	500	500	500	3,000
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	1,500	-	-	-	-	-	1,500
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Student Recruitment / Marketing	1,667	1,667	1,667	1,667	1,667	1,667	10,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	7,500	6,000	6,000	6,000	6,000	6,000	37,500
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	26,629	25,129	25,129	25,129	25,129	25,129	152,275
NET INCOME	191	176	271	346	371	1,371	2,725
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	191	176	271	346	371	1,371	2,725
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	191	176	271	346	371	1,371	2,725

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	1,795,920	701,130	-	-	-	2,497,050	
Total Expenses	1,782,197	696,568	-	-	-	2,478,765	
Net Income	13,723	4,562	-	-	-	18,285	
Actual Student Enrollment	114	36				150	
Total Paid Student Enrollment	114	36				150	
PROGRAM SERVICES							SUPPORT SERVICES
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (Enter Name)	-	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15- New Dawn Charter High School	13,527	1,542,078	486,972	-	-	2,029,050	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	1,542,078	486,972	-	-	-	2,029,050	
Special Education Revenue	-	163,350	-	-	-	163,350	\$10,890 per the conservatively estimated 15 students receiving 20-59% service
Grants							
Stimulus	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	140,502	15,948	-	-	-	156,450	\$90,000 base + \$443 X 150 students
Other	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	1,682,580	666,270	-	-	-	2,348,850	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	19,200	-	-	-	19,200	\$1,280 x 15 students
Title I	63,750	-	-	-	-	63,750	Assumes 85% poverty rate at \$500 per pupil
Title Funding - Other	-	-	-	-	-	-	
School Food Service (Free Lunch)	26,163	8,262	-	-	-	34,425	Assumes 128 students for 180 days at \$1.50 (85% poverty level)
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	89,913	27,462	-	-	-	117,375	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	4,617	1,458	-	-	-	6,075	Assumes 22 students for 180 days at \$1.50 (85% poverty level)
Text Book	18,810	5,940	-	-	-	24,750	Estimated at \$165 per student
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	23,427	7,398	-	-	-	30,825	
TOTAL REVENUE	1,795,920	701,130	-	-	-	2,497,050	

New Dawn Charter High School NYSED Full Application Attachments March 2011

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	1,795,920	701,130	-	-	-	2,497,050	
Total Expenses	1,782,197	696,568	-	-	-	2,478,765	
Net Income	13,723	4,562	-	-	-	18,285	
Actual Student Enrollment	114	36				150	
Total Paid Student Enrollment	114	36				150	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	110,200	34,800	-	-	145,000	Executive Director
Instructional Management	2.00	169,936	53,664	-	-	223,600	Principal and Assistant Principal
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	38,000	12,000	-	-	50,000	Executive Associate
Administrative Staff	2.00	54,720	17,280	-	-	72,000	1 office assistant = \$32000; 1 technology staff = \$40,000
TOTAL ADMINISTRATIVE STAFF	6.00	372,856	117,744	-	-	490,600	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	226,499	71,526	-	-	298,025	HS ELA, Math, Science, Global Studies, U.S. History, @\$65,000 for 11 months (.917)
Teachers - SPED	1.00	-	64,190	-	-	64,190	1 Special Education for 11 months
Substitute Teachers	-	15,050	2,150	-	-	17,200	10 days absent each teacher X 5 hours X \$43 an hour
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	94,084	29,711	-	-	123,795	1 ELL teacher and 1 PE Teacher for 11 months
Aides	1.00	21,280	6,720	-	-	28,000	General Aid, lunch room, classroom, etc.
Therapists & Counselors	2.00	83,630	26,410	-	-	110,040	1 Social Worker; 1 Guidance Counselor @ \$60,000 each for 11 months
Other	-	29,160	3,240	-	-	32,400	P-T art, Spanish, music teachers
TOTAL INSTRUCTIONAL	11.00	469,704	203,946	-	-	673,650	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	Supply nurse through Lutheran Hospital
Librarian	-	-	-	-	-	-	
Custodian	1.00	28,000	-	-	-	28,000	
Security	-	-	-	-	-	-	Provided by School Safety Officers through the NYC DOE
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	28,000	-	-	-	28,000	
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	870,560	321,690	-	-	1,192,250	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		100,114	36,994	-	-	137,109	Assumes a 11.5% payroll tax cost
Fringe / Employee Benefits		148,743	56,934	-	-	205,677	Assumes an 18% benefit rate
Retirement / Pension		24,790	9,489	-	-	34,280	Assumes a 3% rate for pension costs
TOTAL PAYROLL TAXES AND BENEFITS		273,648	103,417	-	-	377,065	
TOTAL PERSONNEL SERVICE COSTS	18.00	1,144,207	425,108	-	-	1,569,315	
CONTRACTED SERVICES							
Accounting / Audit		33,440	10,560	-	-	44,000	\$2,000 for monthly accounting services; \$20,000 for year end audit
Legal		-	-	-	-	-	Pro bono plus Civic Builders will provide all construction legal supports
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	Supplied by Lutheran
Food Service / School Lunch		30,780	9,720	-	-	40,500	Offset by revenue above
Payroll Services		2,500	-	-	-	2,500	Standard cost of payroll services
Special Ed Services		-	36,000	-	-	36,000	Estimated to be \$1,000 beyond special education costs above
Titlement Services (i.e. Title I)		-	-	-	-	-	Included in salary line above
Other Purchased / Professional / Consulting		-	-	-	-	-	
TOTAL CONTRACTED SERVICES		66,720	56,280	-	-	123,000	
SCHOOL OPERATIONS							
Board Expenses		1,200	-	-	-	1,200	Estimated to be \$100 per month for training purposes and supplies
Classroom / Teaching Supplies & Materials		16,720	5,280	-	-	22,000	Estimated to be \$1,000 per month for 10 months and \$12,000 for library materials
Special Ed Supplies & Materials		-	7,200	-	-	7,200	Estimated at \$200 per student
Textbooks / Workbooks		22,800	9,000	-	-	31,800	Estimated at \$200 per general ed student; \$250 special ed
Supplies & Materials other		15,238	4,812	-	-	20,050	+ \$12,000 warehouse implementation
Equipment / Furniture		77,700	51,800	-	-	129,500	\$400/student; instructional equipment=\$10,000; extra curricular = \$2,500; furniture new
Telephone		9,120	2,880	-	-	12,000	Assumes \$1,000/month
Technology		29,792	9,408	-	-	39,200	\$30,200
Student Testing & Assessment		5,700	1,800	-	-	7,500	Scantron Performance Series
Field Trips		3,420	1,080	-	-	4,500	Estimated at \$30 per student
Transportation (student)		-	-	-	-	-	Office of Pupil Transportation will supply metro cards
Student Services - other		-	-	-	-	-	
Office Expense		3,600	11,400	-	-	15,000	Estimated at \$1,250 a month for items not budgeted elsewhere
Staff Development		7,600	2,400	-	-	10,000	Estimated at \$1,000 for 10 days throughout the year
Staff Recruitment		11,400	3,600	-	-	15,000	
Student Recruitment / Marketing		11,400	3,600	-	-	15,000	
School Meals / Lunch		-	-	-	-	-	Included above under contract services
Travel (Staff)		-	-	-	-	-	
Fundraising		7,600	2,400	-	-	10,000	
Other		36,480	11,520	-	-	48,000	Loan repayment for start-up phase
TOTAL SCHOOL OPERATIONS		259,770	128,180	-	-	387,950	
FACILITY OPERATION & MAINTENANCE							
Insurance		19,000	6,000	-	-	25,000	Included as staff
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease		256,500	81,000	-	-	337,500	15,000 square foot @ \$22.50
Repairs & Maintenance		-	-	-	-	-	Included in lease
Equipment / Furniture		-	-	-	-	-	Included above
Security		-	-	-	-	-	Included as staff above
Utilities		36,000	-	-	-	36,000	\$3,000 per month
TOTAL FACILITY OPERATION & MAINTENANCE		311,500	87,000	-	-	398,500	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	
TOTAL EXPENSES		1,782,197	696,568	-	-	2,478,765	
NET INCOME		13,723	4,562	-	-	18,285	

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	1,795,920	701,130	-	-	-	2,497,050	
Total Expenses	1,782,197	696,568	-	-	-	2,478,765	
Net Income	13,723	4,562	-	-	-	18,285	
Actual Student Enrollment	114	36				150	
Total Paid Student Enrollment	114	36				150	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	-	-	-			-	
School District 2 (Enter Name)	-	-	-			-	
School District 3 (Enter Name)	-	-	-			-	
School District 4 (Enter Name)	-	-	-			-	
School District 5 (Enter Name)	-	-	-			-	
School District 6 (Enter Name)	-	-	-			-	
School District 7 (Enter Name)	-	-	-			-	
School District 8 (Enter Name)	-	-	-			-	
School District 9 (Enter Name)	-	-	-			-	
School District 10 (Enter Name)	-	-	-			-	
School District 11 (Enter Name)	-	-	-			-	
School District 12 (Enter Name)	-	-	-			-	
School District 13 (Enter Name)	-	-	-			-	
School District 14 (Enter Name)	-	-	-			-	
School District 15: New Dawn Charter High School	114	36	-			150	
School District - ALL OTHER	-	-	-			-	
TOTAL ENROLLMENT	114	36	-			150	
REVENUE PER PUPIL	15,754	19,476	-			16,647	
EXPENSES PER PUPIL	15,633	19,349	-			16,525	

New Dawn Charter High School NYSED Full Application Attachments March 2011

New Dawn Charter High School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2012 to June 30, 2013													
	206,025	206,025	214,275	214,275	214,025	206,275	206,025	206,025	206,025	206,025	206,025	206,025	2,497,050
Total Revenue	206,025	206,025	214,275	214,275	214,025	206,275	206,025	206,025	206,025	206,025	206,025	206,025	2,497,050
Total Expenses	204,518	205,259	212,159	214,224	213,509	205,739	204,534	205,584	203,484	196,584	199,459	213,709	2,478,765
Net Income	1,507	766	2,116	51	516	536	1,491	441	2,541	9,441	6,566	(7,684)	18,285
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	1,507	766	2,116	51	516	536	1,491	441	2,541	9,441	6,566	(7,684)	18,285
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15: New Dawn Charter High School	13,527	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	2,029,050
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	163,350
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm.)	13,038	13,038	13,038	13,038	13,038	13,038	13,038	13,038	13,038	13,038	13,038	13,038	156,450
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	195,738	195,738	195,738	195,738	195,738	195,738	195,738	195,738	195,738	195,738	195,738	195,738	2,348,850
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	19,200
Title I	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	63,750
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	2,869	2,869	2,869	2,869	2,869	2,869	2,869	2,869	2,869	2,869	2,869	2,869	34,425
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	9,781	9,781	9,781	9,781	9,781	9,781	9,781	9,781	9,781	9,781	9,781	9,781	117,375
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	506	506	506	506	506	506	506	506	506	506	506	506	6,075
Text Book	-	-	8,250	8,250	8,000	250	-	-	-	-	-	-	24,750
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	506	506	8,756	8,756	8,506	756	506	506	506	506	506	506	30,825
TOTAL REVENUE	206,025	206,025	214,275	214,275	214,025	206,275	206,025	206,025	206,025	206,025	206,025	206,025	2,497,050

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS	
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
Total Revenue	2,497,050	3,983,320	6,354,170	7,878,040	7,878,040		
Total Expenses	2,478,765	3,941,457	5,846,156	7,317,377	7,583,361		
Net Income (Before Cash Flow Adjustments)	18,285	41,863	508,014	560,663	294,679		
Actual Student Enrollment	150	250	400	500	500		
Total Paid Student Enrollment	150	250	400	500	500		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	2012-13	2013-14	2014-15	2015-16	2016-2017		
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
	Per Pupil Revenue Percentage Increase						
	0.0%	0.0%	0.0%	0.0%	0.0%		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	CY Per Pupil Rate						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
School District 6 (Enter Name)							
School District 7 (Enter Name)							
School District 8 (Enter Name)							
School District 9 (Enter Name)							
School District 10 (Enter Name)							
School District 11 (Enter Name)							
School District 12 (Enter Name)							
School District 13 (Enter Name)							
School District 14 (Enter Name)							
School District 15: New Dawn Charter High School	13,527	2,029,050	3,381,750	5,410,800	6,763,500	Assumes a flat rate of \$13,527 every year	
School District - ALL OTHER							
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		2,029,050	3,381,750	5,410,800	6,763,500		
Special Education Revenue		163,350	296,460	461,160	592,920	592,920	15 yr1: 27 yr2: 42 yr3: 54 yr4
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)		156,450	44,300	66,450			
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES		2,348,850	3,722,510	5,938,410	7,356,420	7,356,420	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		19,200	34,560	53,760	69,120	69,120	\$1,280 x 15 students:27: 42: 54
Title I		63,750	106,250	170,000	212,500	212,500	Assumes 85% poverty rate at \$500 per pupil
Title Funding - Other							
School Food Service (Free Lunch)		34,425	66,938	107,100	133,875	133,875	Assumes 85% students for 180 days at \$1.50 Yr1: 210 days all other years
Grants							
Charter School Program (CSP) Planning & Implementation							Included as separate budget with this submission but not included here
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES		117,375	207,748	330,860	415,495	415,495	
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)		6,075	11,813	18,900	23,625	23,625	Payment for 15% students 180 days \$1.50 yr1: 210 days all other years
Text Book		24,750	41,250	66,000	82,500	82,500	Estimated at \$165 per student
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		30,825	53,063	84,900	106,125	106,125	
TOTAL REVENUE		2,497,050	3,983,320	6,354,170	7,878,040	7,878,040	

New Dawn Charter High School NYSED Full Application Attachments March 2011

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue						
Total Expenses						
Net Income (Before Cash Flow Adjustments)						
Actual Student Enrollment						
Total Paid Student Enrollment						
	2,497,050	3,983,320	6,354,170	7,878,040	7,878,040	
	2,478,765	3,941,457	5,846,156	7,317,377	7,583,361	
	18,285	41,863	508,014	560,663	294,679	
	150	250	400	500	500	
	150	250	400	500	500	
	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-2017	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	145,000	152,250	159,863	167,856	176,248
Instructional Management	2.00	223,600	234,780	246,519	258,845	271,787
Deans, Directors & Coordinators	-	-	75,000	158,750	166,688	175,022
CFO / Director of Finance	-	-	80,000	84,000	88,200	92,610
Operation / Business Manager	1.00	50,000	52,500	55,125	57,881	60,775
Administrative Staff	2.00	72,000	75,600	79,380	83,349	87,416
TOTAL ADMINISTRATIVE STAFF	6.00	490,600	670,130	863,637	976,818	1,025,659
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	5.00	298,025	601,250	956,313	1,264,128	1,327,335
Teachers - SPED	1.00	64,190	133,250	204,913	280,158	294,166
Substitute Teachers	-	17,200	34,400	49,450	60,200	60,200
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.00	123,795	271,750	485,338	509,604	535,085
Aides	1.00	28,000	57,400	88,270	92,684	97,318
Therapists & Counselors	2.00	110,040	186,000	255,300	388,065	407,468
Other	-	32,400	69,000	122,370	248,489	260,913
TOTAL INSTRUCTIONAL	11.00	673,650	1,353,050	2,161,953	2,843,328	2,982,484
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	28,000	29,400	30,870	60,414	63,434
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	28,000	29,400	30,870	60,414	63,434
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	1,192,250	2,052,580	3,056,459	3,880,559	4,071,577
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		137,109	232,091	345,806	439,341	461,308
Fringe / Employee Benefits		205,677	451,652	691,262	912,665	1,007,048
Retirement / Pension		34,280	40,184	61,129	77,611	80,228
TOTAL PAYROLL TAXES AND BENEFITS		377,066	723,927	1,098,197	1,429,617	1,548,584
TOTAL PERSONNEL SERVICE COSTS	18.00	1,569,316	2,776,507	4,154,656	5,310,177	5,620,161
CONTRACTED SERVICES						
Accounting / Audit		44,000	25,000	25,000	25,000	25,000
Legal		-	-	-	-	-
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		40,500	78,750	126,000	157,500	157,500
Payroll Services		2,500	2,500	2,500	2,500	2,500
Special Ed Services		36,000	60,000	96,000	120,000	120,000
Titement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		123,000	166,250	249,500	305,000	305,000
SCHOOL OPERATIONS						
Board Expenses		1,200	1,200	1,200	1,200	1,200
Classroom / Teaching Supplies & Materials		22,000	22,000	22,000	22,000	22,000
Special Ed Supplies & Materials		7,200	12,000	19,200	24,000	24,000
Textbooks / Workbooks		31,800	53,000	84,800	106,000	106,000
Supplies & Materials other		20,050	9,000	10,800	12,000	12,000
Equipment / Furniture		129,500	81,000	123,500	86,000	86,000
Telephone		12,000	12,000	12,000	12,000	12,000
Technology		39,200	39,000	39,000	39,000	12,000
Student Testing & Assessment		7,500	7,500	7,500	7,500	7,500
Field Trips		4,500	7,500	12,000	15,000	15,000
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		15,000	15,000	15,000	15,000	15,000
Staff Development		10,000	10,000	10,000	10,000	10,000
Staff Recruitment		15,000	15,000	15,000	15,000	500
Student Recruitment / Marketing		15,000	10,000	10,000	7,500	5,000
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		10,000	10,000	10,000	10,000	10,000
Fundraising		48,000	60,000	67,000	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		387,950	364,200	459,000	382,200	338,200
FACILITY OPERATION & MAINTENANCE						
Insurance		25,000	30,000	35,000	35,000	35,000
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		337,500	562,500	900,000	1,125,000	1,125,000
Repairs & Maintenance		-	-	-	100,000	100,000
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	-	-
Utilities		36,000	42,000	48,000	60,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE		398,500	634,500	983,000	1,320,000	1,320,000
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
TOTAL EXPENSES		2,478,765	3,941,457	5,846,156	7,317,377	7,583,361
NET INCOME		18,285	41,863	508,014	560,663	294,679

GENERAL ASSUMPTION for all continuing staff = 5% raise each year

Yr2=1 SPED Coordinator; Yr3=Director of Support Services
Yr2=1 Dir. Of Finance

Yr3=Bookkeeper and aide; Yr4= Purchasing Associate and aide

Yr2=4 new core teachers; Yr3=5 new core teachers; Yr4=4 new core teachers

Yrs2, 3, 4=1 new SPED each year
10 days absent each teacher X 5 hours X \$43 an hour

Yr2=1 Spanish & 1 Fine Arts Teachers; Yr3=1 each Tech, ELL, Music Teacher

Yrs 2 & 3=1 new Aide each year
Yr2=1 new Counselor; Yr3=1 new social worker; Yr4=1 each SW & counselor

Yr2=Internship Associate; Yr3=College Associate; Yr4=2 Additional Staff

Supply nurse through Lutheran Hospital

Yr4=1 new custodian

Provided by School Safety Officers through the NYC DOE

Assumes a 11.5% payroll tax cost

Assumes an 18% benefit rate+ Yr2,3,4,5 X staff at \$5,000 incentives

Assumes a 2% rate for pension costs

Yr 2 Dir. Of Finance hired, no further consulting only year end audit

Supplied by Lutheran

Offset by revenue above

Standard cost of payroll services

Estimated to be \$1,000 beyond social education costs above

Included in salary line above

Estimated to be \$100 per month for training purposes and supplies materials

Estimated at \$200 per student

Estimated at \$200 per general ed student; \$250 special ed

Ongoing costs of \$6,000 for warehouse & \$12 per student

furniture; \$2,500 extra curricular each year; yr2 new copier

Assumes \$1,000/month

and white boards as well as replacement costs

Scantron Performance Series

Estimated at \$30 per student

Office of Pupil Transportation will supply metro cards

Estimated at \$1,250 a month for items not budgeted elsewhere

Estimated at \$1,000 for 10 days throughout the year

Included above under contract services

repayment of \$155,000

Accounts for growth in space and students over time

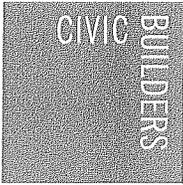
Accounts for growth over time for space requirements

Takes into account our own building in year 4

Accounts for increase in square footage over time

**New Dawn Charter High School
 NYSED Full Application Attachments March 2011**

New Dawn Charter High School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,497,050	3,983,320	6,354,170	7,878,040	7,878,040	
Total Expenses	2,478,765	3,941,457	5,846,156	7,317,377	7,583,361	
Net Income (Before Cash Flow Adjustments)	18,285	41,863	508,014	560,663	294,679	
Actual Student Enrollment	150	250	400	500	500	
Total Paid Student Enrollment	150	250	400	500	500	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2012-13	2013-14	2014-15	2015-16	2016-2017	
ENROLLMENT - * School Districts Are Linked To Above Entries *						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15: New Dawn Charter High School	150	250	400	500	500	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	150	250	400	500	500	
REVENUE PER PUPIL	16,647	15,933	15,885	15,756	15,756	
EXPENSES PER PUPIL	16,525	15,766	14,615	14,635	15,167	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	18,285	41,863	508,014	560,663	294,679	
Beginning Cash Balance	-	18,285	60,148	568,162	1,128,826	
ENDING CASH BALANCE	18,285	60,148	568,162	1,128,826	1,423,504	



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March 29, 2011

Sara M. Asmussen, Ph.D.
Lead Applicant, New Dawn Charter School (Proposed)



Dear Dr. Asmussen:

We understand that you and your group will be applying for a charter through the New York State Education Department to open New Dawn Charter High School. As the CEO and Co-Founder of Civic Builders, I am pleased that you have approached us to discuss the potential development of a permanent school facility.

For context, I will provide some background on Civic Builders. Civic brings a wealth of experience to the charter market as the largest developer of school facilities after to the NYC School Construction Authority. By assuming responsibility for building acquisition, design, financing and construction, Civic relieves charter schools of the burden of navigating a complex and competitive real estate marketplace and provides schools with affordable educational facilities. Civic's work supports the success of charter schools by enabling school administrators to focus their time and resources on the important work of educating children.

We look forward to continued conversations with you about the potential development of your school facility.

We wish you all the best with your application.

Sincerely,

A handwritten signature in black ink, appearing to read "David Umansky".

David Umansky
CEO and Co-Founder

Michael Dana Tobman, Esq.
195 Adams Street
Brooklyn, New York 11201

March 30, 2011

Sara M. Asmussen, Ph.D.
Lead Applicant, (Proposed) New Dawn Charter School

Dr. Asmussen:

I'm excited to have learned of your application for a charter through the New York State Education Department to open New Dawn Charter High School in Sunset Park. As an advocate and supporter of public charter schools, and as an attorney and community relations professional (Brooklyn born and raised!), I am pleased to offer my ongoing support for this school.

Since the end of my tenure as a Senior Aide to US Senator Charles Schumer, I have worked coordinating the public affairs and community organizing work of multi-faith coalitions addressing education policy, and represent charter school advocates and board members in their philanthropic activities. I am regularly published on education policy and politics and assist others in doing so.

I am especially impressed that New Dawn Charter School will be a 'transfer school' working with students who have not been successful in earlier educational efforts. The Advisory Model seems uniquely fitting for this student population, and I commend these curriculum decisions.

Please consider me a resource in assisting further development of the school.

Good luck with your application.

Respectfully,

