Application: New Dawn Charter High School III

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New Charter School Applications

Application Custom Fields

None present

Summary

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Full Application Cover Page

Completed - Jul 2 2025

Applicant Instructions
Complete the Full Application Cover Page as a form within the portal
(See http://www.p12.nysed.gov/psc/startcharter/2021/2021CSRFPStandard3.pdf)

FULL APPLICATION COVER PAGE

PROPOSED CHARTER SCHOOL NAME: **New Dawn Charter High School III**

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation/management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network?

New Dawn Charter Schools Network

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	New Dawn Charter High Schools
2.	New Dawn Charter High School II
3.	New Dawn Charter High School III (proposed)
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

N/A

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Ronald Tabano	[redacted]	[redacted]

	Public Contact Name	Email Address	Phone Number
	Sara Asmussen	sasmussen@ndchsbrooklyn.org	347-505-9102

4. District/Community School District of Location

	Proposed District of Location	
	Other...	Newburgh Extended School Districtf other, please specify here

5. Charter schools authorized by the Board of Regents in June or November 2021 should plan to open for instruction in 2022. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2027 of the 5th year of operation.

Start date of initial term (1st day of school)

Sep 2 2026

End date of initial charter term

06/30/2030

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

Grades	Ages	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
K						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th	16-19		75	70	60	60
10th	17-21		75	85	90	100
11th	17-21			85	90	100
12th	18-21				85	90
Ungraded						
Total		0	150.0	240.0	325.0	

7. Mission Statement

A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

New Dawn Charter High School III will provide over-aged and under-credited students 16 - 21 years of age, 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 NYSED standards-based education program. Within the framework of the education program, five programs will be offered: 1) Interventions for those with fewer than 5 credits, and for those with 5 or more credits: 2) Internships in the community, 3) CTE Certification, 4) Career planning, and 5) College enrollment.

Priority School Designs Aligned with Regents Strategic Priorities

Responses Selected:

Career and technical education (CTE) models that have sought or will seek NYSED CTE program approval;
Over-age, under-credited (transfer) high schools;
Replications of existing high-quality school models that have a track record of providing a significant educational benefit to at-risk students.

Key Design Elements (Please provide a brief descriptive name or phrase for each key design element - sufficient for the reviewer to have a clear understanding. Fuller descriptions should be presented in the narrative).

1	Curriculum & Instruction. This includes academic, CTE, and social/emotional curricula that is aligned with NYSED Learning Standards. It provides a blueprint for expectations in instruction styles that work with students who are over-aged and under-credited.
2	Social/Emotional Learning Support. Our target group are those students who have failed at other traditional high schools. The majority of the students have something other than academic issues, and the SEL program deals with this. All students are mandated to attend an SEL class (Advisory) every semester. Further, there will be an active mentoring program, as well as the implementation of PBIS, among other interventions.
3	Internship Program. All students with 5 or more credits will participate in internship placements in the community where they will be trained and learn essential work place skills. This work will be aligned back to content courses. The proposed CTE program will be included in the Internship Program. Students will learn transferable skills through CTE participation.
4	College and Career Readiness. This is key to our program. College may not be for everyone, but everyone needs clear career goals at graduation. All students will be expected to complete all 22 credits and pass five Regents exams but may have a different career path than college. All students will graduate with a career portfolio.
5	School Improvement Engine (SEI). Implementing the SEI sets the school-wide standard of constantly looking at data and based on that data, making modifications to what the school is doing. This is done not only with curriculum and instruction but with all department: finance, operations, HR, compliance, etc. It allows the school to make on the ground shifts to improve performance of all areas of the school.
6	Profession Development and Staff Growth. A variety of PD will be provided to staff in order to grow as

	professionals. The Facilitative Leadership program will allow teachers and staff to take on more responsibility in the running of the school. It is key to staff retention and we can grow our own future leaders in house.
7	(No response)

THANK YOU!

FULL APPLICATION SUMMARY

Proposed Charter School Name	New Dawn Charter High School III
Application History (Prior Submissions)	NDCHS (2012), NDCHS II (2019)
Existing Education Corporation Name	NDCS Network
Proposed Board Chair Name	Ronald Tabano
Proposed Board Chair Email Address	[redacted]
Proposed Board Chair Telephone Number	[redacted]
Public Contact Name	Sara Asmussen, PhD
Public Contact Email Address	sasmussen@ndchsbrooklyn.org
Public Contact Telephone Number	347-505-9102
District of Location	Newburgh
Opening Date	9/1/2026
Proposed Charter Term	Initial 5-year term
Comprehensive Management Provider	N/A
Priority School Design Elements as Identified Through the LOI	1) Curriculum and Instruction 2) Social/Emotional Learning and Support 3) The Internship Program 4) College and Career Readiness 5) School Operations- the School Improvement Engine (SIE) 6) Professional Development and Staff Growth, using a Facilitative Leadership Model.

Projected Grade Span and Enrollment for Indicated Years

Year	Grades	Enrollment
1	9th – 10th	150
2	9th – 11th	240
3	9th -12th	325
4	9th – 12th	350
5	9th- 12th	350

Mission Statement: ND III will provide over-aged and under-credited students 16-21 years of age, 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 NYSED standards-based education program. Within the framework of the education program, five programs will be offered: 1) Interventions for those with fewer than 6 credits, and for those with 6 or more credits, 2) Internships in the community, 3) CTE Certification, 4) Career planning, and 5) College enrollment

New Dawn Charter High School III
Newburgh, New York

Summary

Mission Statement. New Dawn Charter High School III (ND III) will provide over-aged and under-credited students 16-21 years of age, 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 NYSED standards-based education program. Within the framework of the education program, five programs will be offered: 1) Interventions for those with fewer than 5 credits, and for those with 5 or more credits, 2) Internships in the community, 3) CTE Certification, 4) Career planning, and 5) College enrollment.

Objectives. ND III will be located in Newburgh, New York and will be a transfer high school serving the most at-risk students: those who are behind their 9th grade cohort group. The objectives of ND III will be a) improving student learning and achievement; b) increasing learning opportunities for students most at risk; c) encouraging the use of different and innovative teaching methods; d) creating new professional opportunities for staff to work with at-risk students; e) providing parents and students with an option for over-aged and under-credited students; and f) willingness to work with NYSED and others to develop a realistic and rigorous assessment plan.

Key Design Elements. The Key Design Elements of NDIII are as follows: 1) Curriculum and Instruction, 2) Social/Emotional Learning and Support, through the Positive Behavior Interventions and Supports (PBIS) model, 3) The Internship Program 4) College and Career Readiness, 5) School Operations- the School Improvement Engine (SIE), 6) Professional Development and Staff Growth, using a Facilitative Leadership Model.

Student Communities to be served. ND III will serve over-aged and under-credited students in and around the Newburgh area between the ages of 16 to 21, including those who are English Language Learners, and those with special needs. Currently, Newburgh Free Academy, the only high school in the district, has a 28% drop-out rate, showing that there is a demand for a transfer school like ND III. ND III will work with the district to re-engage these students, as well as those who are behind on their credits, to return to their education or to get back on track to complete all graduation requirements and receive their high school diploma.

Curriculum and Instruction. The curriculum and instructional philosophy of ND III will stem from the success of NDCHS and ND II in providing an individualized framework to meet students at their credit level. The curriculum will be based on NYS Next Generation learning standards. The philosophical approach to instruction is the use of the Workshop Model, which has been proven to be successful with students at-risk. The entire instructional program is supported by Social-Emotional Learning. This will be done through the mentoring program, as well as the Internship Program, where students will learn work readiness skills and on the job training and a CTE Culinary Arts program, beginning Fall of 2027. Through advisory programs, students are exposed to college awareness, with all advisory courses focusing on different aspects of college and career development and readiness. Intensive weekly PD training for staff is provided to support

their teaching practices to be able to support both the educational and the Social Emotional Learning (SEL) of the most at-risk students.

Staffing, Leadership, and Management Design. ND III's leadership will be led by New Dawn Charter Schools. The Board of Trustees oversees the governance, and delegates the day-to-day responsibilities of the school to the Chief Executive Officer (CEO). The CEO, in turn, will supervise the rest of the NDCS Network team, which is compromised of the Chief Operations Officer (COO), Chief Financial Officer (CFO), Chief Officer of Academics (COA), Chief of Special Populations (COSP), Chief of College and Career Readiness (COCCR) and Chief of HR (CHR). At the school level, the Principal will be the School Leader and will report to the COA. Other school-based support will include the Operation Managers (reporting to the COO), The SpEd Coordinator and Lead Counselor (reporting to the COSP), Office Manager (reporting to the CFO) and CRR Lead and Parent Coordinator (reporting to the COCCR). The reason for all the School-level leadership reporting to NDCS Network is so that the Principal can focus on the academics and social-emotional wellbeing of the students and the culture of the school.

The Principal has already been identified as Janisha Crawley, MA. Ms. Crawley has been with NDCS since 2019, starting as a counselor, then the Lead Counselor and McKinney Vento Liaison, and finally as the Director of Support Services: SPED & ELL. Ms. Crawley understands the model of New Dawn Charter Schools and fully supports its mission and vision to serve the most at-risk students. ND III will recruit its teachers from the community, focusing on what NDCHS and NDCHS II have always been successful at, finding teachers who are a good fit and want to work with our disadvantaged population of students.

Relationships with management or other partner organizations. As with NDCHS Brooklyn and ND II Queens, community partnerships will be a vital part of ND III. This comes inherently through our Internship Program, where the school works with local businesses and non-profit organizations for students to intern in. Additionally, we expect to partner with other organizations, especially those working with young adults and families to support our students in their well-being. Currently, we have built a relationship with the Newburgh Armory, who have offered to support us in building these connections in the community.

*Differences between NDIII and NDCH*S and NDCHS II. Since applying for our first charter (New Dawn Charter High School) in 2012, we have learned and grown when it comes to College & Career Readiness programming. This includes the addition of a CTE certified program in Culinary Arts.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	New Dawn Charter High School III
Proposed School Locations (District):	Newburgh Enlarged School District
Name of Exiting Ed. Corporation (If applicable):	New Dawn Charter Schools

I hereby certify that the applicant 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 applicant group/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 a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

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 or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[1]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

[1] N.Y. Education Law § 2854(2)(a)
[2] 20 USC § 7221b(b)(3)(J)

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[3] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, *Enter name of Proposed Board Chair*, hereby certify that the information submitted in this Full Application to establish *Enter Name of Proposed Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
Signature of Proposed BOT Chai[redacted]
Date: 6/17/25

[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

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Table 1: Applicant Group Information

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Attachment 12: Dissolution Plan

Attachment 13: Plan to Address English Language Learners (ELL)

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

I.A. Mission Statement, Objectives and Goals

I.A.1. Mission Statement and Furthering the Original Mission Statement. The New Dawn Charter Schools Network (NDCS Network) is proposing to open a new transfer high school in Newburgh, New York. New Dawn Charter High School III (ND III) will be a New York State alternative education campus (AEC). It will be a replication of the highly successful NDCS Network system, including New Dawn Charter High School located in Brooklyn (NDCHS), and New Dawn Charter High School II located in Queens (ND II).

Mission Statement: New Dawn Charter High School III will provide over-aged and under-credited students 16 - 21 years of age, 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 NYSED standards-based education program. Within the framework of the education program, five programs will be offered: 1) Interventions for those with fewer than 6 credits, and for those with 6 or more credits: 2) Internships in the community, 3) CTE Certification, 4) Career planning, and 5) College enrollment.

ND III 's mission statement is a replication of the mission statement used for ND II. However, ND II and ND III have slightly different mission statements than NDCHS. Over the years we have modified our program to focus on Career and College Readiness in a different manner than we did 13 years ago. Adding this element has been a natural progression of meeting College and Career Ready (CCR) benchmarks for our students, as well as meeting the goal of achieving CTE certification for our Culinary Arts program, furthering our mission to provide an on-site work-based learning experience for our students.

NDCHS was steeped in the history and experience of John V. Lindsay Wildcat Academy (Wildcat). We have evolved our model over the years, and ND III will be a new and improved reflection of what we've learned and accomplished at NDCHS and ND II. NDCS Network will support ND III by providing all the procedural materials (database structure, manuals, fiscal controls, compliance procedures, etc.) as well as educational materials (curriculum, Internship Program, Tracking programs). As a transfer school and an alternative education campus (AEC) that recruits high school students who have either dropped out of traditional school or have become in-school truants, New Dawn III will not be the student's first high school as recruitment from the 8th grade will not occur. We expect to enroll over 35% students with disabilities (although the Newburgh school district only reports 17%), 18% of English Language Learners to match the district's (18%), and at least 85% of the students will be living in poverty (although the district reports 61%). The ND III program will empower students who have been left behind to gain the tools to succeed and the skills to lead in their local communities.

I.A.2. Furthering the Charter Schools Act. In accordance with the goals of Education Law §2850 (2), the mission, goals, and objectives for all New Dawn students (NDCHS, ND II, and ND III) is to graduate with a NYSED high school diploma by meeting New York State's graduation requirements, while developing college-ready skills through our Career Bridge program, gaining real-world work experience through our career planning and internship program, and obtaining a CTE certification. We have supported furthering the Act and will continue with ND III. NDCS

Network, along with other transfer charter schools, have worked closely with NYSED to develop goals that are realistic and align with the Act. For example, our current Principal served as a Blue-Ribbon Committee member on the new Graduation Measures; our ED and Director of Instruction & Curriculum worked closely with the NYSED Team and A-Game to develop and promote alternative assessments; and by implementing Key Design #5 in School Improvement that supports continuous reflection and remedy. These goals will be closely followed by ND III, serving as a complement to our key design elements (see Section I.B.) and guide for all decision-making related to instruction, non-academic business, training and development. The key design elements (Section I.B.), inherent in our mission and all aspects of the school, are an integral part of furthering all the objectives featured in the law for at-risk teens.

Therefore, ND III meets the objectives in Education Law§2850 (2), in the following areas of the Act: a) improving student learning and achievement; b) increasing learning opportunities for students most at risk; c) encouraging the use of different and innovative teaching methods; d) creating new professional opportunities for staff to work with at-risk students; e) providing parents and students with an option for over-aged and under-credited students; and f) willingness to work with NYSED and others to develop a realistic and rigorous assessment plan.

I.A.3. Mission Specific Goals. We have found that one of the most important aspects of our existing schools is that they can make corrections immediately. This allows us to address and resolve any issue that arises. ND III will do this through the implementation of the School Improvement Engine (SIE)[1] which was developed in 2012 through a Partnership for Innovation in Compensation for Charter Schools (PICCS)[2], a U.S. Department of Education program funded through the Teacher Incentive Fund (TIF).[3] The purpose of the SIE is to establish a Sustainable Data Culture[4] which is characterized by facilitative leadership, collaborative inquiry, and self-initiated learning. Data Culture is the effective use of data driven instruction resulting in students attaining or exceeding proficiency while 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.[5] 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.[6],[7]

The SIE Data Culture are strategies rooted in research that drive student growth and proficiency. To start, diagnostic assessments are administered when a student enrolls. The results of the diagnostic are used to build remedies like instructional modifications, revisions to

[1] Taken from the original NDCHS application in 2011, and the NDCHS II application in 2018.
[2] See program information at https://the-cei.org/wp-content/uploads/2019/07/Latest-Teacher-Incentive-Fund-Grants_-An-Analysis-of-the-PICCS-Projects-2007-2017.-Edited-April-2018-1-1.pdf
[3] See program information at https://www.ed.gov/grants-and-programs/teacher-prep/teacher-and-school-leader-incentive-program#teacher-incentive-fund
[4] Original paper: Pritchard, A. (2011). The network of independent charter schools: the sustainable school improvement model, unpublished paper and cited in DiGaudio, L. M. (2017). *Implications of the school improvement engine for teacher retention and school organizational health* (Doctoral dissertation).
[5] *ibid*
[6] https://the-cei.org/wp-content/uploads/2019/07/Latest-Teacher-Incentive-Fund-Grants_-An-Analysis-of-the-PICCS-Projects-2007-2017.-Edited-April-2018-1-1.pdf
[7] NDCHS Charter Application, 2011.

the curriculum, tutoring, etc. Once these remedies are implemented the SIE cycle begins again: diagnose, prescribe, monitor, remedy- moving perpetually in response to the school ecosystem.

The SIE also supports the viability of the organization with the diagnostic components serving as a flashlight on identifying areas of greatest concern to overall organizational success: fiscal, compliance, and support services. Prescription is the implementation of best practices to ensure success. For example, after COVID we recognized that students were not coming back to school, thus putting our enrollment targets at risk and not meeting fiduciary goals. The prescription was to hire outreach personnel that would go to the students' homes. As a result, NDCHS has increased their enrollment, and ND II has met their enrollment targets, including a "wait list" for the intensive grade 9 program (see our Key Design). Monitoring is done by implementing rigorous methods of tracking and strong Board oversight.

A fully integrated SIE Data Culture calls upon a set of tools that can be used at any moment to drive prescription, monitoring, and remedying. Assessment data tools include our diagnostic software, a curriculum platform, and a student information system. These tools help the school culture drive best practices for overall organizational success. This is used by NDCHS and ND II Professional Learning Communities (PLCs) where protocols serve as the 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 issues such as instruction or management, coupled with a rigorous teacher evaluation and growth plan. Ensuring organizational viability will entail the integration of systems, both electronic and through policies and procedures in support services, compliance, and fiscal. The same goals that have been used at NDCHS and ND II and will be used at ND III. The goals align with the benchmarks in the Charter School Framework and our Key Design Elements, annually:

Educational Success

1. At least 75% of all students who attempt a Regents exam in each of the five areas will pass. For students with IEPs, this will include those who pass with the safety net;
2. 75% of the students will successfully complete their internship;
3. Of the students who participate in CTE, 85% will receive CTE certification;
4. of the students with 17 credits or more in September, 75% will graduate by August;
5. 90% of the graduating class will have a career plan;
6. 50% of the graduating class will apply to college;
7. teachers will show growth on Classroom Observations from Fall to Summer; and
8. parent/guardians/students will be satisfied with the school as measured by surveys.

Organizational Soundness

9. the school will submit a clean audit by November 1;
10. the school will run on a balanced budget; and
11. the Board of Trustees will meet every month

Faithfulness to Charter & Law

12. the school will enroll and retain the proportion of special populations in the District; and
13. the school will meet all legal compliance obligations.

I.B. Key Design Elements

I.B.1. List and Description of Key Elements. The proposed ND III will replicate the NDCS Network framework as applied at both NDCHS and ND II. The Key Design Elements include:

- Curriculum and Instruction,
- Social/Emotional Learning and Support,
- The Internship Program,
- College and Career Readiness,
- School Improvement Engine (SIE), and
- Professional Development and Staff Growth, using a Facilitative Leadership Model.

Below are the descriptions of each of the Key Elements.

Key Design Element 1: Curriculum and Instruction: ND III Newburgh students face many outside obstacles in addition to being overaged and under credited. The curriculum is designed to support students in all capacities and increase positive relationships within the school and engagement in the classroom. There are two curricula under the NDCS Network: (1) Academic curriculum includes all required subjects and (2) the social- emotional curriculum which consists of advisory courses that all students are required to take during their time at New Dawn. Advisories are embedded into the educational curriculum and target the Career Development and Occupational Studies and Family Sciences areas (CDOS)

Educational Curriculum. ND III will have access to New Dawn's completed and audited educational curriculum crosswalks for grades 9 through 12. Curriculum is aligned with the NYSED Learning Standards including Next Generation. Teachers at ND III will work together, and with teachers at NDCHS and ND II, to create lesson plans using the Chalk Curriculum Mapping.

Instruction. For one reason or another, students at ND III have not been successful at their prior schools; therefore, a variety of proven instructional strategies will be employed. Differentiation of instruction,[8] classroom management, trauma informed practices,[9] full inclusion model for SWD's and MLL's and rich and rigorous content are the most important aspects of any instruction at New Dawn and can be managed through the Workshop Model.[10] These models allow all students to have access to all support and interventions that fit their individual circumstances while being taught the same content. To achieve the highest levels of thinking, teachers must shift their practices from lecturing at the front of the classroom to authentically engaging students with materials.

Key Design Element 2: Social and Emotional Learning Support (SEL). The key to success for at-risk students is based on the connection to the school community through meaningful, trusting relationships with supportive adults in the building.[5] School culture is one of the most important elements for academic and social emotional achievement for all students. The SEL program at ND III will include the following supports which have proven to be very impactful with this group of at-risk students: (a) Positive Behavioral Interventions and Supports (PBIS) which allows the student to identify positive behaviors and increase them over time; (b) Aggression Replacement Training (ART) program involving role playing difficult situations and allows the student to practice responses without getting angy; (c) Daily Advisory Classes for

[8] https://equity-warriors.com/wp-content/uploads/2024/11/NYC-SE-Reform-BP-Report_Final_4-23.pdf
[9] https://link.springer.com/article/10.1007/s40653-020-00321-1
[10] Nagl, Stephanie (2020) "The Power of Workshop," Networks: An Online Journal for Teacher Research: Vol. 22: Iss. 2. https://doi.org/10.4148/2470-6353.1331

Social-emotional development that are embedded in students' daily schedules focusing on building self-awareness and interpersonal skills needed for success both throughout their school and post-secondary journeys; (d) Mentoring Program where all adults in the building have a group of students who they support which has shown to be very effective in increasing students' academic performances; and (e) Using the Three R's: Respect, Responsibility, and Resilience integrated throughout the building and instruction.

Key Design Element 3: Internship Program. All students with 5 or more credits are required to participate in the Internship Program (IP). The IP provides students instruction and training on essential workplace skills, including career exploration using the Myers-Briggs career interest inventory, the development of a career portfolio meant to guide their college and career aspirations. It also consists of seminar sessions aligned with CDOS as well as content-area courses aligned with academic standards through which students ultimately produce a college-level research paper. The IP is aligned to Advisory and content classes.

Key Design Element 4: College and Career Readiness. All students will have the support to apply to college, but NDCS Network recognizes that some students may not want to go to college. The entire school is designed alongside this key variable. While we understand the graduation pathways, our foremost belief is that ALL students must attempt all five Regents regardless of SWD or ELL/MLL status. It sets high standards for all students; standards they should expect to meet in their career or college. All students will be exposed to college and other post-secondary options through the College Bridge program, while interested students will be engaged with our CTE programming (starting in year 2—must be applied for separately).

All students will graduate from ND III with career portfolios, and 50% will additionally have college applications completed and submitted. Those students who do not wish to attend college now, receive support for career development through the CCR Program which helps with resumes, studying for tests for civil service and the military, enrolling in trade schools, any career pathway any student may be interested in, this is highly individualized. This service will continue to be offered to alumni. It is important for graduates of ND III to know that they can always come back for assistance in applying to college or other post-secondary options.

Key Design Element 5: School Improvement Engine (SIE). ND III will be based on the proven educational model used at NDCHS and ND II. The desired outcome of the School Improvement Engine (SIE) is to establish a Sustainable Data Culture which is characterized by facilitative leadership, collaborative inquiry, and self-initiated learning. Both Data and Sustainable Cultures are very important because they allow staff in the building to fully examine and improve the work they are doing daily, be it teaching, operations, or administrative in nature. Everyone likes their job better when they do it well. The core components of the SIE are diagnosis, prescription, monitoring, and remedying. The best practices used include a) data driven decision making, b) professional learning communities, c) staff growth and professional development, d) staff evaluations, and e) compensation based on student outcomes.

Key Design Element 6: Professional Development and Staff Growth. PD is an essential part of our Key Design. **Regularly Embedded PD***:* ND III will work with coaches and consultants to provide on the ground support for content area teachers and support staff. In addition, school leadership may co-facilitate courses with less experienced teachers to provide live coaching and modeling within the classroom. **Digitalized Curriculum & Aligned Lesson Planning***:* All staff will have access to the curriculum which is aligned to the NYSED Learning

Standards including Next Generation and daily lesson plans. These plans are located within the software platform Chalk by PowerSchool. **Daily Common Planning Time***:* In addition to all teachers receiving two preparatory periods per day, common planning time is scheduled into the workday between the hours of 4:00 and 5:00 p.m. to analyze student work.[11] **Staff Compensation Based on HEDI Scores & Student Performance***:* ND III will base compensation on student performance (40%) and classroom observations (60%). **Danielson and Marshall Classroom Observations, Professional Learning Community (PLC) Coaching, & Peer Review***:*[12] the staff set professional goals through the Danielson Rubric, PLCs allow staff to collaborate and provide targeted feedback for personal growth and development in their teaching practices. **Access to Other Schools for Shared Support***:* NDCHS holds the view that collaborating with other charter schools, particularly transfer schools, is vital to planning and engaging in the data culture of the school. **Facilitative Leadership Opportunities***:* Facilitative leadership fosters staff involvement with the governance of the school, this also in turn creates an environment for staff to further advance ND's mission and vision and sustain a stable work environment.

I.B.2. Rational for KDE. These are key elements for the NDCS Network implemented at both schools for over 13 years. The data backing this decision is included in the section above. These KDEs have evolved over the years as we gained more experience with our target group. All students want to be successful, yet New Dawn students struggle getting there. By having clear KDEs that address their core needs they can achieve success. Core needs include 1) academic support through a rigorous curriculum; 2) social emotional development that is embedded in all students' class schedules every semester and is part of the overall culture; 3) learning relevant career skills that are transferable to future jobs; 4) career exploration instilling hope for the future; 5) a school that can listen, admit mistakes, and course correct; and most importantly, 6) adults who like them. Students choose to enroll at NDCHS and ND II because they understand and connect to the mission, as well as the programs that we have in place, as we ensure that our students are provided with the tools needed for strong academic and social-emotional success.

I.B.3. Waivers: N/A

I.C. Students and Educational Milieu

I.C.1. Community Description. The City of Newburgh is home to residents in Newburgh, New Windsor, and parts of Cornwall and Wallkill.[13] The school district is comprised of seven K-5 elementary schools, two K-8 schools, two middle schools (grades 6-8), and one high school (grades 9-12).[14] The data of greatest interest to ND III is the percentage of off-track students at the high school level with limited school pathway options to graduation. The district once had Newburgh Preparatory Charter High School available as an alternative to struggling students; however, the school was closed in 2018. Newburgh Free Academy does offer an evening program, but unfortunately students would have to be disenrolled from the district for a year or

[11] http://www.usingdatasolutions.org/

[12] https://nsrfharmony.org/protocols-for-all/

[13] https://www.newburghschools.org/page.php?page=8#:~:text=The%20Newburgh%20Enlarged%20City%20School%20district%20is,City%20and%2080%20miles%20south%20of%20Albany.&text=The%20school%20district%20serves%20students%20from%20four,and%20small%20portions%20of%20Cornwall%20and%20Wallkill.

[14] *ibid*

more to qualify to register.[15] This data is compounded by the fact that 27% of Newburgh residents live in poverty, and only 18% have a bachelor's degree or higher.[16] Further, only 61% of the residents in Newburgh are an active part of the workforce.[17]

With only one high school in this community serving several thousand high school students, it is noteworthy to reflect on the demographics for this population. Based on the latest reporting from NYSED, Newburgh Free Academy has a significant population of economically disadvantaged and homeless students. Of this population, only 65% of economically disadvantaged (ED) students were identified as graduating on time, while only 38% of homeless students graduated on time. Students who are ELL/MLLs or with disabilities also struggle to graduate on time. The most recent data indicates that only 28% of high school ELL students graduate while only 54% of students with disabilities graduate on time.[18]

While the demographic picture of Newburgh may show that these communities represent a diverse ethnic background and mild housing stability, the pervasiveness of poverty and crime rates result in lower graduation rates for these students and impacts the overall percentage of graduates of the high school in the district. This is supported by the Newburgh City Council priorities, with the 2025 budget focused on improving homestead taxes, improving infrastructure and increasing funding for public safety.[19]

The NDCS Network regularly works with students impacted by the same circumstances affecting Newburgh students. Our instructional programming (KD 1) includes full alignment to NYS Standards, including Next Generation, and is reflective of the students in the seats. NDCS Social Emotional Learning plan (KD 2) largely grows our school culture through counseling, mentoring, and preventative measures such as PBIS, trauma informed practices and Aggression Replacement Training (ART). ND III will work with the disengaged students in Newburgh that can enroll at any time and graduate. The table below provides a comparison of the communities that are represented by the Newburgh Enlarged City School District and NYS:

Demographic Indicators	**Newburgh**	**New Windsor**	**Cornwall**	**Wallkill**	**NYS**
Rent Burden	65%	26%	29%	30.8%	46%
Limited English	16%	13%	10%	29%	17%
Crime Rate*	11.05	1.91	0.42	0.46	3.9
B.A. Degree or higher	20%	32%	49.4%	30%	38.8%
Poverty Rate	27%	9.5%	3.7%	5.8%	13.6%

*Major felonies per 1,000 residents

Educational Options and Performance Comparison to Target Groups: While we are focused on recruiting students from Newburgh, there are other districts located within 25

[15] https://www.newburghschools.org/nfa-page.php?page=169
[16] https://www.census.gov/quickfacts/fact/table/newburghcitynewyork/PST045224
[17] *ibid*
[18] https://data.nysed.gov/gradrate.php?year=2024&instid=800000040238
[19] https://www.cityofnewburgh-ny.gov/CivicAlerts.aspx?AID=1075

minutes that would also benefit from a partnership with ND III. As a means of comparison, the high schools located in the Cornwall Central District, the Marlboro Central School District, the Enlarged City School District of Middleton, Valley Central School District, and Washingtonville Central School District will be included in this data analysis. There are several local private schools; however, students would unlikely have affordable access to them, with the cost of tuition ranging from $15,000 to over $50,000 annually.[20] The table below describes the state assessment and graduation data for the high schools located in Newburgh and within a short driving range for the 2023-2024 school year:[21]

School	**Type**	**% Passing ELA**	**% Passing Alg I**	**4 Yr Grad Rate**	**5 Yr Grad Rate**	**ELL**	**SWD**	**ED**
Newburgh Free Academy	**Public**	**59%**	**17%**	**73.1**	**82.9**	**57.6**	**63.9**	**70.5**
Cornwall Central High School (Cornwall CSD)	Public	93%	42%	96.5	96.9	NA	83.3	92
Marlboro HS (Marlboro CSD)	Public	94%	11%	94.8	96%	NA	93.6	91.4
Middletown HS (Enlarged City SD of Middletown)	Public	85%	38%	91.3%	92%	78.2	82.3	88.7
VC High School (Valley CSD)	Public	89%	52%	89.5	93.6	NA	81	82.8
Washingtonville HS (Washingtonville CSD)	Public	89%	23%	95.3	96.8	NA	87.6	91.4

The San Miguel Program, Storm King School, Canterbury Brooklyn Academy of Arts, Oakwood Friends School, Northern Academy, Birch School and Our Lady of Lourdes High School did not report any of this data so were not included here.

I.C.2. Target Student Population. ND III expects its student population to be at least equal to the district in ELL/MLLs (17%) and SWDs (18%). However, with the experience of both NDCS Network schools, it is expected that the SWD population will exceed 35% (as an example, NDCHS SWD population in 2024 was 38%, while that of the local district, NYC CSD 15 for high schools, was 22%).[22] Below is a comparison for high schools only for 2023-2024 taken from https://data.nysed.gov.

[20] https://www.raiseright.com/blog/how-much-do-private-schools-cost

[21] https://data.nysed.gov/

[22] https://data.nysed.gov/enrollment.php?instid=800000045191&year=2024&grades%5B%5D=09&grades%5B%5D=10&grades%5B%5D=11&grades%5B%5D=12

Students	NDCHS	District 15	ND II	District 28	Proposed ND III	NECSD
ED	93%	77%	84%	75%	85%	58%
SWD	38%	22%	29%	14%	35%	12%
ELL/MLL	7%	13%	19%	12%	18%	17%

Based on prior performance, we do not believe we will have any issues attracting those students who need us most: ED, SWD, and ELL/MLL. 100% of the students will need at least one, if not all, of the first four KDEs (the last two apply to staff). All students need good content and instruction; many need social emotional support; and all need a career.

Another very important way in which we meet the needs of our students is that ND III will have a rolling admissions policy whereby students can enroll throughout the school year, so demand will be ongoing and regularly available. This is much needed since students do not have access to an alternative program unless they have been disenrolled for at least a year for the high school equivalency program offered. It also offers flexibility in that students do not have to wait until the subsequent school year to enroll. Further we know that if we send a student away in October to apply for the next school year, we will never see them again.

I.C.3. Needs of the Community. Newburgh Free Academy (the district's one high school) has a 73.1% graduate rate, which makes the demand for an additional option quite clear. The surrounding high schools boast graduation rates much higher than Newburgh's, with the exception of the ELL group in Middletown. This rate equates to thousands of students over the last three years who have not completed high school. This data correlates to the poverty and employment rate for Newburgh from 2023.[23] ND III will be a welcome addition to the options available for Newburgh to help these students get back on track and graduate. Further, ND III specifically meets the needs of Newburgh by providing career and job training, on site and in the community.

I.C.4. Rationale for Selection of Student and Community. Over the last thirteen years, NDCS Network has been connected to the Newburgh Community in various ways. When Newburgh Prep Charter High School opened and modeled their program after NDCHS, we actively supported the staff and leadership with community of practice sessions, advisement, and mentoring. We provided support to the school and shared our best practices in recruitment and community development. We plan on dealing with this by developing strong connections with the staff at the NECSD, CSE, and the staff at Newburgh Free Academy. We have found in NYC that once schools understand what we are offering, they work with us. Newburgh, as a community and district, have demographic data which closely mirrors what NDCHS and ND II have encountered over the last decade. Initial public meetings with the Mid-Hudson Migrant Education Program, Orange County Catholic Charities, Take Trips MES, and the Newburgh Armory Center, we felt now would be the right time to propose a new school to help the district ease the burden on serving at-risk teens.

NDCHS, having been open for 13 years, has a proven track record of success on the NYC School Quality Report and Performance Dashboard.[24] Both schools have earned full-term renewals. Our record specifically demonstrates how we engage SWDs, based on the number of

[23] https://www.city-data.com/city/Newburgh-New-York.html
[24] https://www.schools.nyc.gov/about-us/reports/school-quality

Regents diplomas earned, and that our approach to a least restrictive environment and full inclusion model supports all learners which gets results. New Dawn students persist, excel, and graduate, moving on to trades or college upon graduation from New Dawn. Taking that expertise to Newburgh is a natural choice based on the experiences of the applicant team.

I.C.5. Enhancing Educational Options. Students who enroll in NDCS Network schools traditionally adapt well to the instructional program because it focuses not only on academics but their social emotional development. All students are assigned a mentor and take an advisory class each semester that they are enrolled at NDCS Network schools. Advisory classes focus on post-secondary goals through their internship class, placement, and research projects that are aligned to their placement as well as character development. Students see the relevance and connection of academics, internships, with many students offered full time positions from their internships, and social emotional growth that is aligned with Key Design Elements 1, 2, 3, and 4. New Dawn III will recruit and enroll students year round and without enrollment criteria, which creates a viable option for off track students in Newburgh and the surrounding areas.

ND III will differ from the surrounding district, which has no immediate options for students who have dropped out or are struggling in school. Further, starting in year 2 there will be a CTE program which students can participate in. Finally, our most unique element is no linear class advancement. We give students the classes they need regardless of age or years in school so that they can graduate as quickly as possible with using credit recovery programs.

I.C.6. Community Support. ND III began the community engagement process in April 2025 after meeting with various stakeholders as well as feedback received from social media, in person meetings, and other public comments. We have also had several community meetings with the Newburgh Armory, Orange County Catholic Charities, and the Mid-Hudson Migrant Education Program where participants were eager for us to open. The Armory went so far as to offer to rent 12 classrooms to the school for September 2026.

To date, all feedback has been positive as can be seen in Attachment 2a, b, c. There has been no verbalized or written opposition to the school of which we are aware. We do know that there will be opposition by some once we are chartered and we are prepared for this. We will handle this as we always do. First, we will meet with the principal and counselors at the high school and discuss the types of students we are targeting. Many counselors use NDCHS and ND II as a place to refer a student who is behind academically and does not have any other options. We have no enrollment requirements and once people discover this, we get referrals. Second, we will actively work with and in the community to market what we have to offer. We will hold open houses, give tours, and present at community activities. And finally, we will immediately establish contacts with relevant departments at the district level (superintendent, food service, transportation, etc.) as well as the local CSE. These groups are the key to our success, and we need them, so our first focus once chartered will be with this group.

I.C.7. Engagement with Target Group. At NDCHS and ND II, neighboring schools have fairs where they introduce students to schools where the student might be more successful. We will work with Newburgh Free Academy to identify their dropouts to reach out to. When NDCHS opened, the most successful thing we did was have a community meeting for potential students. Over 100 families showed up where we recruited the majority of our first-year students. As people get comfortable with the school, people quit worrying about the “charter

school" status and just focus on what we offer. We will have breakfast and lunch meetings for employers and CBOs in the community to introduce ourselves. This type of outreach will start in February with the hiring of the principal.

We recently met with the Superintendent of NECSD, presented at a Newburgh City Council meeting, and have met with people in the community to obtain community input. We anticipate continued work in the community and meeting with different entities, including the Newburgh City Council, through the entire charter process from opening to implementation. It is clear from the data that Newburgh needs alternatives that will support students and provide work-based learning opportunities. It is our plan to remain active in the community and provide regular updates of our progress to all stakeholders.

I.C.8. Connections with Newburgh Enlarged City School District. On June 17, 2025, Network staff went to the NECSD for a meeting with Onyx Peterson. Onyx Peterson is the contact for the Superintendent (Dr. Lisa Buon). We met Melanie Collins, the Executive Director of Youthbuild in Newburgh during that meeting as well. We were positively received and distributed marketing materials.

Upon arrival, we met with Ms. Peterson, and outlined the mission, vision, and goals for NDCHS III. Attending members were very clear with Ms. Peterson about motivations of ND III that students recruited would be over-aged and under-credited students, many of whom had already dropped out of the district, and that we were not interested in competing with the district for students that would deflect from their outcomes. A discussion was held concerning the District's relationship with Newburgh Prep Charter School as we are not interested in perpetuating that kind of relationship, ND III was solely interested in developing a partnership that would improve Newburgh's outcomes and allow our school to grow and serve the most at-risk. Ms. Peterson appreciated our candor regarding this and said that while Newburgh programs would be their first preference, they would be willing after those avenues are exhausted to work with New Dawn in serving at-risk students in the district.

I.D. Applicant Group History and Capacity

I.D.1. Identity and Description of Each Member of Applicant Group. The applicant group is composed of two distinct groups: employees and Board of Trustee members. All proposed employees have worked at New Dawn Charter Schools (NDCS Network) or New Dawn Charter High School (NDCHS) for at least six years. All these individuals are already working, or will move to work, under the NDCS Network umbrella, except for the Principal. All members of the Board of Trustees have already been approved by NYSED to serve on a Charter School Board and were all elected in March 2025 to their current positions.

Sara M. Asmussen, Ph.D., is the current Executive Director of the NDCS Network. She has worked in the charter sector for 25 years starting with Children Foundation, moving to JVL Wildcat Academy which was the model for New Dawn schools. She has extensive experience and developed expertise in all areas of charter school activities from start-up, compliance, budgeting, identifying suitable, purchasing properties, obtaining local permits, accountability, and various other areas. She will continue to serve in this position. She will have a title change to CEO (this will require a material change which will be filed in December 2025).

Lisa DiGaudio, Ph.D., is the current Director of Instruction and Curriculum for the NDCS Network and has worked in the charter sector for 25 years, beginning with teaching at Merrick

Academy Charter School. After this, she served as the Director of Curriculum and Instruction at Hebrew Language Academy Charter School and later as the Curriculum Coordinator at Lefferts Gardens Charter School, eventually moving to NDCHS Brooklyn in 2012. She has decades of experience and expertise in curriculum and instruction as well as various levels of compliance, having served as the founding principal of both NDCHS and ND II. Her title will change to Chief of Academics with the material change.

Donna Lobato, MS, NYS Certified SPED Teacher, has been in the charter sector for 20 years, beginning at Merrick Academy prior to her move to NDCHS in 2013. She began as the SPED Coordinator and was later promoted to Director of Student Supports: Counseling & SPED. She is the current Principal of NDCHS but will be moving to the NDCS Network as the Director of Support Services for SPED & ELL when ND III is chartered. She is an experienced SPED Coordinator and teacher with extensive experience and expertise in all levels of disabilities. Her title will change to Chief of Special Populations.

Nazli Flores, MA started her charter school career with NDCHS as the Data Specialist in 2019, eventually moving to her current position as Director of Student Supports for College & Career Readiness at NDCS Network. In this position, she oversees all Internship, College/Career Readiness, and CTE Programs. She will continue in this position for all schools once ND III is chartered. Her title will change to Chief of College & Career Readiness.

Jose Obregon, MS, has been in the charter sector for 18 years, starting as the Business then Facilities Manager for Icahn Charter School. He then moved to Metropolitan Lighthouse Charter School as the Facilities/Business Manager. He joined NDCHS in 2017, moving to NDCS in 2019 as the Director of Operations. In 2023, he took a break from this position to take the position as Interim Principal in Queens for 6 months. He will continue as Director of Operations for the NDCS Network. He will be responsible for the identification of a building and preparing it for occupancy as well as daily upkeep of facilities, inventories, and purchasing. His title will change to Chief of Operations.

Steve Ramkissoon, BS, has held a variety of positions around finance and HR in for-profit businesses. He started his career at NDCS Network in 2019 as the Director of Finance & HR. He has experience with bond funding, all state/city invoicing, budgeting, and hiring staff. He will continue as the Director of Finance at NDCS but his title will change to Chief Financial Officer. We will be hiring a Director of HR once the school is chartered.

Janisha Crawley, M.S. Ed M.A.S., started in 2019 as a Counselor and McKinney Vento Liaison, becoming Lead Counselor and McKinney Vento Liaison in 2021. She was promoted to Director of Student Services for Counseling & Special Education in November 2024. In 2024, she obtained her Educational Leadership Certification as both School and District Building Leader. She has extensive experience in schools and will become the Principal at ND III.

As stated above, we will continue with our current Board members. And while one (Brian Baer) already lives in the Newburgh area, we will recruit members from Newburgh during the start-up period prior to opening.

Ronald J. Tabano, MA, has been in education for over 50 years, starting as a Social Studies teacher and has been the CEO/Principal of JVL Wildcat Academy Charter School since 1992, the first transfer charter high school. JVL was one of the original NYC DOE conversion schools that converted to charter status when the charter law was passed in 1998. He has expertise in all areas of the charter sector and has served on the Board since 2011 and was the

Founding Board Chair. He will continue to serve as the Board Chair.

Jeffrey Casio is the newest member of the Board of Trustees, having been approved for membership in 2024. He is Vice-President of Metropolitan Commercial Bank after working for both Citibank and Capital One Bank. He also served in the US Army for 10 years. He came to the United States as a 13-year-old immigrant speaking no English. While his specialty is finance and banking, he is particularly focused on supporting students to become professionals, even without college. He mentors students, presents different topics such as his personal life and career, and supports the Finance Department in negotiating contracts.

Katharine Urbati, Ed.M, MBA, has worked in Finance Departments for both not-for-profit and for-profit organizations. She has been on the NDCHS Board since 2018, and then NDCS Network Board once it was approved in 2019. Her specialty is Finance. She oversees the NDCS Network schools' budgets and reviews monthly finances. She also serves on the Audit Committee and ensures that the NDCH Network schools are ready for all audits. She will continue in this position with ND III.

Brian Baer, BS, joined the Board in 2020 and as a certified architect is central to the upkeep and renovations of our buildings. He will continue in this role and will be key in identifying space for ND III. He is the Founder, President, and Executive Director of The Elevated Studio, a not-for-profit architectural firm that focuses on accessible housing. He also lives in the Newburgh area and is very familiar with local real estate trends and regulations and has experience redesigning space for a school.

Daniel Lewis, A.O.S Culinary Arts, joined the Board in 2023 when NDCHS and ND II applied for a CTE program in Culinary Arts. He oversees the curriculum for the culinary program. He has experience in other states designing and implementing CTE programs in various high schools. He serves on the Dare County Schools Career & Technical Education Advisory Board as part of these responsibilities. He will continue in this role for ND III.

I.D.2. Applicant Group Formation, Relationships, Development of Application, & Public Outreach. Most of this group have worked together for the last four years with Mr.'s Lewis and Casio being the newer members. Dr. Asmussen and Mr. Tabano began working together at JVL Wildcat in 2007 and in 2011 applied for NDCHS in Brooklyn. Dr. DiGaudio joined them as part of the applicant team in 2012. Once chartered, Dr. DiGaudio who had worked with Ms. Lobato at Merrick, brought her on to revamp and provide oversight of the SPED program at NDCHS. The other members of the team came from job ad placement: Mr. Obregon (2017), Mr. Ramkissoon (2019), and Mrs. Flores (2019) applied for the jobs and were hired.

Mr. Tabano is the only remaining, original Board member from 2011. Our original Treasurer resigned in 2017, and Ms. Urbati was recommended by our accounting consultants and joined the Board in 2018. Mr. Baer joined the Board in 2020 when we realized we needed to renovate one building and rent another. He has renovated schools in the past and we needed help keeping up with all the technical specifications of the renovation. Dr. Asmussen reached out to him on LinkedIn, and he agreed to serve. Mr. Lewis was recommended by culinary staff because of his expertise in starting CTE programs. We asked him if he would help us and he joined the Board in 2023. Mr. Casio is our newest member, joining in 2024. He reached out to Dr. Asmussen in his role at the bank. Employees of the Metropolitan Community Bank are expected to serve the community on Boards of their choosing and while he knew he could not provide financial services to ND, he does work with charter schools in several states

on their financing. He asked to join the NDCS Network Board since he has always lived in Jamaica, Queens a few blocks from ND II, and felt he could be helpful to the school.

This application is a replication of the existing model implemented at NDCHS and ND II. NDCHS is itself a replication of JVL Wildcat. The model is already formed, and this group of individuals have been key over the last 14 years in developing and modifying the model to what it is today, including a CTE Culinary Program which was not part of the original design. Based on our implementation of the School Improvement Engine (SIE), we continually make modifications to our program based on the ever-changing needs of our students. However, we always have the Board discuss and vote on any changes and, of course, meet with the authorizer about the changes. This is the model which will be implemented at ND III.

I.D.3. Applicant Group's Connection to the Community. Our connection is not so much to the physical community but to the community of students who are over-aged, under-credited (OA/UC), which includes large percentages of English and multiple language learners (ELL/MLL) and students with disabilities (SWD). This will include students who are involved in gangs, the criminal justice system, foster care, homelessness, experiencing mental health and substance abuse issues, to name a few areas that impact our students' successes. We are of course moving forward with our community outreach, and will become an active part of the community. While the focus has been on Newburgh over the past few months, as a group we have dedicated our time and effort to the group of students who are not successful in high school, and this will continue to be our focus.

Our public outreach can be seen in full in Attachment 2. While Mr. Baer does live in the area and is our primary connection, Newburgh has long needed programs for students who are failing in traditional high schools. We have met with several individuals and organizations and while just starting our relationships, we will continue to grow them until we open and beyond.

I.D.4. Primary Authors and Consultants. Current staff worked on this proposal. Sara Asmussen, Lisa DiGaudio, Donna Lobato, Nazli Flores, Janisha Crawley, Jose Obregon, and Steve Ramkissoon. The Board reviewed and edited the application as well as voting on the various policies, procedures, and budget. There were no consultants hired to work on this application.

I.E. Public Outreach

I.E.1. Founding Group Outreach. When NDCS Network decided to move forward with ND III in April 2025, the applicant team immediately got to work engaging the intentioned community. We believe we need to engage the community around each of our key design elements: Curriculum and Instruction, Social/Emotional Learning and Support, Internship, College and Career Readiness, School Improvement Engine, and PD and Staff Growth. Our group recognized that engaging key stakeholders in each of these areas would strengthen our vision for our target group of students in Newburgh: at-risk students that needed to be re-engaged in their education.

Each team member was assigned specific tasks with regard to public outreach. Because we had consulted with Newburgh Prep, we knew that engaging with the community as quickly as possible, along with outreach to the district and other BOCES groups would be critical to our being viewed as a partner, rather than a competitor. Following this approach, Dr. DiGaudio, Ms. Crawley, Ms. Lobato, and Ms. Flores were tasked with approaching community members, political leaders, faith leaders, and the Newburgh City Council to set up meetings. Other

members of the founding team cycled in and out of these meetings as needed and as appropriate. Examples of these meetings included informing the public about our instructional model, including all aspects of instruction, internship, college and career readiness, and social-emotional development. These meetings are listed in Table 2.

Throughout our long tenure in NYC, we acknowledge that engaging with parents is critical, but more effective when families are approached through different stakeholder groups. This includes community-based organizations (CBOs) such as the Newburgh Armory, faith-based leaders (Orange County Catholic Charities), and other leaders that serve on the Newburgh City Council, as well as engaging with groups like the Mid-Hudson Migrant Education Program and Educational Opportunity Programs (EOPs) in Orange County.

Our experience with families is a delicate balance when recruiting, as many of our families had no idea their student was far behind in their credit accrual. As a result, families aren't free to self-identify publicly. While some would see this as a roadblock to recruitment, it has opened opportunities for us to come in as partners with our feeder schools. We have regular meetings with the guidance departments throughout the city, and this helps coordinate enrollment and notifications to families of their students being off-track. The transition is smoother, and students are less shocked and upset that they won't be able to continue at their current school. We are confident we will foster the same relationship with the NECSD and the surrounding districts that may benefit from working with us and their OA/UC students.

Dr. DiGaudio, Mrs. Flores, and Ms. Crawley were instrumental in developing relationships in Newburgh. Sending out mass emails about virtual information sessions, we engaged with other educators who serve Newburgh families like the Newburgh Armory. Mr. Arthur Lorde has been very helpful in connecting us to other stakeholders in Newburgh, including offering building space. Dr. DiGaudio, Ms. Crawley, Ms. Lobato, Mr. Ramkissoon, Dr. Asmussen, and Mrs. Flores attended city council meetings, and distributed flyers in Newburgh, New Windsor, Cornwall, and Wallkill. Dr. DiGaudio also reached out to the neighboring high schools in anticipation that some disconnected students might be interested in attending NDIII.

Another key priority for our team is cultivating strong relationships with local colleges and businesses. As the Director of Student Services: CCR, Mrs. Flores leads these outreach efforts, having already established partnerships with a variety of organizations throughout Brooklyn and Queens. She will expand this work in Newburgh by collaborating with the Newburgh Armory, Orange County Catholic Charities, and Orange County BOCES. In support of our newly established College Bridge program, Mrs. Flores will also partner with the Mid-Hudson Migrant Education Program to promote work-based learning opportunities, including our CTE Certified Culinary Arts Program which will start in Year 2.

Through close collaboration with community-based organizations—particularly Take Trips MES and the 16 Strong Project—we are establishing partnerships focused on student well-being and success. Take Trips MES will help us address student incarceration and support reentry efforts, while the 16 Strong Project will help enhance our PBIS and mentoring initiatives by focusing on trauma-informed care (KD2). Ms. Lobato will also work with the local Committee on Special Education (CSE) to coordinate services for students with disabilities. In addition, her extensive experience working with legal organizations has strengthened our school's discipline policies and overall approach to school culture. These efforts will continue to evolve to ensure that students in Newburgh receive the comprehensive support they need to thrive at ND.

The demand for alternative accountability frameworks is well-established among schools serving at-risk populations, such as those within the NDCHS Network. Dr. Asmussen, Dr. DiGaudio, and Mr. Tabano have consistently championed policies that support non-traditional educational models. Additionally, Dr. DiGaudio, along with Ms. Crawley presented the New Dawn framework to the Newburgh City Council on June 9th, and subsequently introduced it to local families through a community session hosted at the Public Library on June 25, 2025. These presentations offered a platform for dialogue, where community members were invited to engage with school leaders to discuss alternative options for struggling students. Furthermore, we conducted a virtual information session on June 11th, where visitors could learn about our model and the opportunities that OA/UC students can benefit from.

During the Newburgh City Council meeting, members of the audience raised questions regarding equity and access. Numerous concerns about protecting newly arrived New Yorkers from ICE raids were consistently expressed. NDCS has worked many sessions in their downstate schools, including the "Know Your Rights" presentation from Mixteca. In the coming weeks, we will host a virtual Know Your Rights session in partnership with local Newburgh organizations to provide support to these families. These inquiries underscored the community's investment in educational innovation and provided further opportunity to clarify how our key design will benefit students in Newburgh.

I.E.2. Community Needs Analysis. A survey was created and posted to our website, and a QR code was created in our marketing materials and distributed during the numerous visits to the Newburgh Armory, City Council, and our in-person community outreach at the Newburgh Free Library. The survey was also posted on our Facebook page and on several Newburgh Community Pages on Facebook. Based on the survey data (there were 12 respondents), there is strong support for establishing New Dawn Charter High School III in Newburgh, with 100% in favor, primarily citing the lack of alternative options and the need for second chances for struggling students. While a third of respondents reported not having school-aged children, among those who did, children would be entering grades 9–12. The importance of offering a charter school alternative for high school was overwhelmingly endorsed, with 75% deeming it *extremely important*. When assessing current options for students needing extra support to graduate, half were unsure and 42% indicated very few options exist, underscoring an unmet need. Reflecting this, 67% of respondents considered a new engaging college prep school for students unsuccessful in traditional settings as *desperately needed*. Priorities in school characteristics centered on college preparation and career readiness, both rated *extremely important* by 75% of participants, alongside strong preferences for supportive adults, safe locations, and accountability for mastering academic standards. Overall, the feedback illustrates a community consensus that expanded, high-quality alternative education pathways are urgently needed to better serve local youth. (Please see attachment 2a for survey questions).

I.E.3. Summary of Public Outreach Activities. Beginning in April 2025, the founding team initiated extensive outreach efforts to build support for ND III. This began with calls and emails to key community stakeholders, including the Newburgh Enlarged City School District, Orange County Catholic Charities, and the Newburgh Armory. Outreach also extended to local elected officials (the Newburgh City Council and the Newburgh Town Council), and other influential individuals who live and work in the Newburgh area and could offer insights and support for our school model. Throughout May, June, and July 2025, the founding members

continued these efforts and attending events to raise awareness and gather feedback. The Newburgh Armory has been a consistent partner, generously offering meeting space and participation in family events. They have also indicated a willingness to provide classroom space should it be needed for the Fall 2026 launch.

In April, the team conducted meetings with the Mid-Hudson Migrant Education Program. Program Director Amy Shapiro provided a letter of support for our Letter of Intent and introduced us to additional instructors in Northern New Jersey who work with migrant students expected to enroll in the district. Simultaneously, we held multiple meetings with the Newburgh Armory, which not only endorsed our proposal with a letter of support but also committed to helping identify and recruit disengaged students who could benefit from the NDCS Network's educational model. Another important partnership was established with Take Trips MES, a community-based organization operating in the Bronx and Ossining. Their mission—to reduce recidivism by offering education-focused alternatives to incarceration—closely aligns with New Dawn's values. Plans are underway to visit one of their residential facilities in June and early July, pending required clearances.

The team attended the Newburgh City Council meeting on April 28, 2025. This provided valuable insights into how we might deepen community engagement. On June 9, 2025, the team returned to the City Council, where we shared our intent to open a new school in Fall 2026. This announcement was well received. On May 22, we toured the Newburgh Armory's facilities and identified potential classroom spaces that could serve our needs in Year 1 if a permanent facility is not secured. Additionally, we hosted virtual informational sessions and engaged directly with families about the need for alternative educational options for disengaged youth. Community engagement efforts will continue beyond the application deadline, as different stakeholders connect us to other officials in Newburgh and Orange County.

I.E.4. Public Input Shaping School Design. Community feedback is a cornerstone of our school design process. This includes input from a wide range of stakeholders—students, parents, alumni, educators, and local organizations. Notably, we have reconnected with alumni from NDCHS and ND II to understand the long-term impact of our program. Their feedback—reflected in the letters of support we've included—underscores the effectiveness of our model, particularly its focus on internships and CTE exposure, college readiness, and mentoring. These graduates affirm that personalized support and high-quality programming can profoundly impact students who have fallen behind, regardless of where they live. Parents have also contributed letters of support, expressing appreciation for the care and flexibility our program offered their children.

Among the issues raised by the Newburgh community (such concerns regarding "creaming" the school district, providing opportunities to newly arrived New Yorkers, and supporting economically disadvantaged community members) was the importance of hiring local staff. This echoes feedback we received during the launch of ND II in 2018. In response, we made intentional efforts to recruit staff from the communities we serve—a strategy that has proven highly successful. We will continue this practice in Newburgh by actively encouraging qualified local candidates, including for instructional roles and essential non-instructional positions such as the Parent Coordinator. While our mission is centered on education, we acknowledge that staffing our school with community members contributes to broader

revitalization efforts. We are committed to ensuring that ND III reflects and supports the community it serves—through both its design and the people who bring that design to life.

I.E.5. Public Outreach. Working with NECSD, as described above in I.C.8 "Connections to NESCD", we believe we have started a positive process and relationship with staff at NECSD. All relationships take time; however, during the June 17, 2025, meeting with Onyx Peterson, a candid discussion was held addressing prior issues with charter schools and how we could resolve these concerns. We also discussed how ND III would support the District and not pull students who were succeeding at the District High School. Everyone agreed during this meeting that communication with NECSD must continue and be ongoing. NDCS thought it was a very positive meeting.

I.F. Enrollment, Recruitment, and Retention

I.F.1. Enrollment Plan Table

	Projected Enrollment Table Over the Charter Term					
Grades	**Ages**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
9th grade	16-19	75	70	60	60	60
10th grade	17-21	75	85	90	100	100
11th grade	17-21		85	90	100	100
12th grade	18-21			85	90	90
		150	240	325	350	350

I.F.2. Rationale for Enrollment Plan. ND III's enrollment model is based on what has successfully worked at NDCHS, especially with the Internship Program (IP) and CTE certified Culinary Arts Program. At both NDCHS and ND II, our enrollment number is 350, which we have worked hard to meet after the COVID-19 pandemic. Prior to the pandemic, we easily met our enrollment requirements. While both schools initially struggled with enrollment following the pandemic (like all NYC schools), we worked diligently on not only retention but also enrollment. In response to this, we created the position of Marketing Specialist to recruit students and staff. Enrollment numbers at both NDCHS and ND II have stabilized. There is a waitlist at ND II because of these recruitment tactics. We are confident that ND III will have similar enrollment and retention rates, as we have a solid recruitment plan and due to the interest and need of a program like ND III.

It is important to note that ND III, like its predecessors NDCHS and ND II, will be an ungraded school – the only exception being our 9th grade cohort, which we call "C week". This ungraded model allows us to schedule students individually in classes based on their credit and Regents exam needs rather than by cohort or age. The rationale behind this is simply because of our student population. From the struggling students' standpoint, older students with few credits do not want to be referred to as "freshman." Our experience with this population shows that being a "freshman" at 19 is one of the reasons students leave their previous schools. Additionally, we are an ungraded school because we provide individualized scheduling based on credit needs. For example, a 19-year-old student with 33 credits (considered a senior in NYC) may need an Algebra Regents (typically a freshman level credit) while also enrolled in an ELA Regents level course (typically a junior level course). Our flexibility in this model ensures that students complete graduation requirements in both an effective and efficient manner. This

individualized approach prevents students from dropping out, especially those students where the traditional school model with rigid cohort structures has failed them. This approach, which plays a major role in the success of both NDCHS and ND II, will be replicated at ND III.

I.F.3. Recruitment Plan. Successful practices used at both NDCHS and ND II will be utilized as recruitment strategies at ND III. Based on our experiences with opening NDCHS Brooklyn and ND II Queens, we understand that of utmost importance is the forming of relationships within the community. We have found that this is vital to the success of the schools when it comes to student enrollment, retention, and engagement. We have already started this process in Newburgh and have started our outreach efforts in March 2025. We have had several meetings in person and virtually with community groups like the Newburgh Armory and Take Trips MES, both of which have pledged support, submitted letters of support, and even promised us classroom space should we need it. Additionally, we have partnerships with the Mid-Hudson Migrant Education program which has pledged support and tutoring opportunities for our ELL population (see section I. H Community and Table 2). We are in the process of building relationships with the Newburgh City and Town Councils. We have approached the school district and the board of education and look forward to positive interactions at the conclusion of the board and council elections (May and June respectively). We are also working with the Orange County Catholic Charities and will continue to attend council meetings and other Newburgh Community events to spread the news about ND III opening in Fall 2026.

Developing relationships with the local school districts is vital to our school recruitment efforts. We will work in tandem with these local schools, as we are not rivals, but rather partners in helping students who struggle the most. We will continue to form partnerships with local school districts via e-mails and letters, which will be sent to the Principals, Attendance Teachers, and Counselors. Additionally, we will have the Principal and Parent Coordinator of ND III reach out to these schools so that that they are able to form personal relationships with the counselors and other staff at this school. Historically, this has been the key to our recruitment success at NDCHS (Brooklyn) and ND II (Queens).

We are in the process of launching our new website for ND III as social media platforms play a big role in recruitment. In NDCHS, we have initiated Open House Saturdays. This has been helpful especially for families that are unable to enroll their children during school hours. Finally, we will be distributing flyers in Newburgh and its surrounding cities, asking local businesses and non-profits to post flyers to spread the message and will be holding recruitment meetings (during the week and weekends) at participating community establishments, such as churches, community centers and schools.

I.F.4. Evidence of Interest & Demand. We chose to apply for this charter due to the need for a school like ours in Newburgh. Additionally, the location for Newburgh and its transportation options also makes it easier for students in surrounding neighborhoods to enroll and attend. The outreach we have conducted shows that there is community interest in a school model like ND. Outreach is discussed in the prior section of this application and can be seen in Attachments 2a, 2b, and 2c.

I.F.5. Enrollment, Admission, & Lottery. ND III will conduct a lottery on April 1, 2026, if we have received applications for 150 students. This has never happened, our target group enrolls in September, October, and February for the most part. However, if we do receive 150 applications by April 1 of any year, we will conduct a lottery. Students will be assigned numbers

based on when the application is completed. We will then generate a random list of numbers. The first 150 numbers picked will be sent welcome packages. For example, we have 213 applications on April 1, each is assigned a number in order of lottery application submission from 1 to 213. We then will put the numbers 1-213 into a random number generator and the first 150 numbers pulled will be offered enrollment. We will then fully enroll the students. If a student does not respond by May 31, that seat will open up and the 151st student on the list will be offered the seat. This process will continue until all 150 seats are filled.

I.F.6. Enrollment Preferences. Our preference for students is simply the population we aim to serve: those students who have not been successful in traditional school settings and are over-aged and under-credited. ND III will only recruit students who have attended at least one other high school, and we will never recruit from middle schools. Our target population are those students who are behind their in accrued credits, and many of them are English Language Learners (ELL), Students w/Disabilities (SWD) and Economically Disadvantaged (ED) students all of which have been identified by several sources as the most at-risk of academic failure (I.H. Community).

I.F.7. Vacancies and Backfilling. Like NDCHS and ND II, ND III will enroll students continuously throughout the school year to replace those who leave for many reasons, including those who graduate, become involved in the legal system, have physical or mental health issues (including addiction), or transfer. Consistently backfilling is vital to our model, as our students do not have stable educational histories and may move several times before finding a school that works for them. ND III will most likely not have a waitlist or conduct a lottery. If there is no lottery, our rolling admission model enrolls students on a first-come, first-served basis. If we do enroll enough students that we have a wait list by April 1, we will conduct a lottery. In 13 years, this has never happened at either of the other schools by April 1. We did have a waitlist for the first time in ND II in April 2025, but those students were automatically enrolled for the July summer session. We did not have to have a lottery; we had seats. We enroll students through May. Anyone who applies for a seat in June is enrolled for July or September, depending on their needs.

I.F.8. Enrollment and Retention Target Table. Below are our enrollment and retention targets for Year 1 and Year 4 of operations.

Enrollment and Retention Targets—Year 1		
	Enrollment #/%	**Retention #/%**
Economically Disadvantaged	127/85%	117/92.2%
Students with Disabilities	52/35%	47/91%
English Language Learners	27/18%	24/90.6%

Enrollment and Retention Targets—At Census		
	Enrollment #/%	**Retention #/%**
Economically Disadvantaged	298/85%	277/93%
Students with Disabilities	123/35%	113/91.9%
English Language Learners	63/18%	58/91.4%

I.F.9. Enrollment & Retention for SWD, ELL/MLL and ED Students. Just like NDCHS and ND II, ND III will be committed to serving students with high needs, including those with IEPs, as

well as ELL and ED students. ND III will have a full-inclusion model, which is created to support the retention, engagement and success of our high needs population, and we utilize many of our programs to do this. Some of these efforts include our mentoring program, at-risk counseling, and individualized scheduling. At ND Brooklyn, our SWD population is 38%[25] while in Queens it is 29%[26], both higher than the district population. Additionally, our students with SWDs outscore the district on Regents exams at a higher rate.

With the increase in newly arrived immigrant students in New York, we have adjusted our ELL program to meet the needs of these students. At both NDCHS and ND II, we have developed an intensive ELL program to support our newly arrived students to help them master English. We quickly learned that placing students who cannot speak the language in Internship was not conducive to their adapting to their new country, so we created a program where instead of participating in Internship, newly arrived ELL/MLL students engage in an intensive 3-hour workshop daily during their internship. During this time, they are learning English, both academic and conversational. We will bring the same intensive ELL program to ND III and will do a needs assessment yearly to see if this support is required by the school population. We have already received support from the Mid-Hudson Migrant Education program that has offered curricular support and tutoring for our Newburgh students in need (see table 2).

Both NDCHS and ND II have a high rate of ED students. We believe that our percentage would be close to 100% if all parents filled out the lunch form. To support our ED students, we provide similar wraparound services, including counseling support, outreach workers to act as liaisons to community services such as Medicaid, Food Stamps and housing. As described in Section I.H., we know that many of our students will be living below the poverty line, with over 90% of immigrants new to Newburgh fitting in that category. Most residents in our target group are renters, indicating housing insecurity as an adverse childhood experience (ACE).[3]

The full inclusion model of serving SWDs, ELLs, and ED students will be replicated at ND III, which has wraparound services that include teachers, counselors, special education teachers and outreach workers that will provide support to our vulnerable populations. We are confident that ND III will meet its enrollment as well as retention goals for these sub-groups by utilizing the framework of recruitment and retention already in place in our other schools

I.G. Programmatic and Fiscal Impact

I.G.1. Programmatic Impact. ND III is designed to have a positive programmatic impact on the District. Based on the 15% drop out rate of Newburgh Enlarged City School District (NECSD) we believe that students who have already dropped out, who are experiencing long-term absences or are in-school truants will enroll, relieving district schools of students who are not going to be able to make cohort outcomes. This is our target group; we have never recruited students who are successful at their current schools or who are stepping up from the 8th grade. NDCHS and ND II are categorized as Transfer Schools and NYC DOE data shows that both schools do work with over-aged, under-credited students.[27] We have no intention of running a traditional high school.

[25] https://data.nysed.gov/enrollment.php?year=2024&instid=800000071079
[26] https://data.nysed.gov/enrollment.php?year=2024&instid=800000090257
[27] https://tools.nycenet.edu/dashboard/#dbn=84K486&report_type=HST&view=City

I.G.2. Fiscal Impact. As can be seen in the table below, data from the 2023-2024 budget for the Newburgh Enlarged City School District taken from the NYS Fiscal Transparency Report[28] shows that ND III will have minimal impact on the District's overall finances. The budget for future years has not been released and Newburgh did not report the Financial Transparency Date in prior years, so it is difficult to determine increases, so we increased both ND III per pupil and the district's total amount by 3% every year. It is also important to note that according to http://data.nysed.gov in the 2023-2024 School Year Financial Transparency Report, there are no charter schools in the district, so there will not even be an accumulative impact on the district.

Projected Fiscal Impact upon District of Location							
Year	**Number of Enrolled Students**	**Charter School Per Pupil Tuition Rate[29]**	**Total Charter School Per Pupil Cost to District**	**Estimated Additional Costs to District (e.g. SPED funds)**	**Total Projected Funding from District**	**Total District General Fund Budget[30]**	**Projected Impact on District Budget**
2026-27	150	$20,235	$3,035,250	$207,800	$3,243,050	$406,156,678	.8%
2027-28	240	$20,842	$5,002,092	$311,700	$5,313,792	$418,341,378	1.2%
2028-29	325	$21,467	$6,976,876	$415,600	$7,392,476	$430,891,620	1.7%
2029-30	350	$22,111	$7,738,966	$519,500	$8,258,466	$443,818,368	1.9%
2030-31	350	$22,775	$7,971,135	$519,500	$8,490,635	$457,132,919	1.9%

I.H. Community

I.H.1. Community to be Served. ND III will be in Newburgh, an ethnically diverse community that struggles with poverty, housing security, and educational attainment.[31] These factors are an immediate motivation for NDCHS Network to seek a school in this location, as these are the students we serve well at NDCHS and ND II. As seen in the table below, Newburgh teens are at higher risk than the rest of the state living in poverty:

Poverty and Educational	Newburgh	New York State

[28] https://data.nysed.gov/expenditures.php?year=2024&instid=800000040250
[29] https://stateaid.nysed.gov/charter/
[30] https://data.nysed.gov/expenditures.php?year=2024&instid=800000040250
[31] https://www.city-data.com/city/Newburgh-New-York.html

Attainment[32]		
Children below the poverty line	37.1%	18.2%
Poverty rate for HS graduates	19.9%	10.2%
Poverty rate for HS dropouts	34.6%	29.2%

Additionally, according to the latest census data, very poor residents, ages 18-24 (the population ND III would be serving) is at a staggering 15%.[33] When looking at student performance data for this age group from the Newburgh City School district, the correlation between poverty and dropping out is evident. Black and Hispanic students, including SWD and ELL drop out at a higher rate than their white counterparts and live in subsequent poverty.

The diversity of the community and the school district is as follows:

Population Group	Newburgh City SD[34]	Newburgh[35]
White (non-Hispanic)	13%	31.6%
Black	19%	24.6%
Hispanic	61%	50.9%
Asian/Pacific Islander	2%	.6%

Further, the black and Hispanic populations are underperforming in contrast to their white peers. In the 2023-2024 school year, both black and Hispanic students were 30% lower in proficiency on the ELA Regents as compared to their white peers.[36] In Algebra, both groups scored 15% lower than their white peers. As far as graduation rates, white students outperformed black and Hispanic students by almost 10%. Additionally, ELL/MLL and Students with disabilities were even more under-served, with 35% of ELL students and 21% of SWD dropping out.[37] Students struggling to achieve in school need consistent community support both at school and in the community. [38] While there isn't specific demographic information available about the teachers and former teachers in the Newburgh community, it is clear that they care deeply about the health of the district as indicated by their participation in different community groups and serving on different town and city councils. Having attended several Newburgh City Council meetings, we have had the opportunity to engage with the community and cultivate partnerships with numerous organizations that will provide support to our at-risk youth (See Table 2 for updated information).

I.H.2. Fostering a Collaborative Culture and Community Voice. ND III place an emphasis on community building and partnership through our key design elements. Our partnerships have already begun in Newburgh. We have visited the Newburgh Armory and participated in several community events. We will continue to do this through the life of our charter and beyond, as connecting our students to internships in the community will be a top priority that the Armory has agreed to assist us with (see table 2). In addition to the Armory, we have a partnership with Take Trips MES, a group that works closely with the prison system and coordinates students transitioning from their incarceration back to society. To support our

[32] https://www.city-data.com/poverty/poverty-Newburgh-New-York.html
[33] *ibid*
[34] https://data.nysed.gov/enrollment.php?year=2024&instid=800000040250
[35] https://www.city-data.com/housing/houses-Newburgh-New-York.html
[36] https://data.nysed.gov/essa.php?instid=800000040250&year=2024&createreport=1&regents=1
[37] https://data.nysed.gov/gradrate.php?year=2024&instid=800000040250
[38] https://data.nysed.gov/studenteducator.php?year=2024&instid=800000040250

ELL/MLL, we are developing a partnership with the Mid-Hudson Migrant Education program, which serves all of Orange County. In addition, we will be working closely with small neighborhood businesses and community organizations that are willing to participate in our internship program. These partnerships will help students learn the importance of workforce skill development and build a resume of experience that will help them get better jobs and job training after high school as well as mentor them in their professional growth.

I.H.3. Meaningful Engagement with the Community. Our Board of Trustees Secretary, Mr. Brian Baer, is an Orange County resident and well-versed in the needs of the Newburgh community at large. Once chartered, ND III will actively recruit local members of the community to join the board to provide a voice and represent the needs of Newburgh. Further, ND III will have an advisory board made up of community members. This board will advise NDCS Board around areas concerning the community. NDCS Network has historically made many efforts to engage our families, including diverse offerings in meeting times for parent-teacher conferences, including in-person and virtual, student events, and other systems that help working families remain engaged. This includes our student information system, video conferencing, and access to board meetings in person or via Zoom. Additionally, we routinely survey the students, staff, and families via Possip to gather feedback and ways we can improve our interface with stakeholders. These practices will be inherent to our operations at ND III and true to our key design school improvement engine. ND III will always invite new ideas and ways to keep the community, and families informed and engaged.

I.H.4. School Design Supports Community Need. ND III will be a replication of NDCHS and ND II, and those schools serve the population and diversity similar to Newburgh. We believe that all students best learn by first focusing on building relationships. This is a strength of NDCHS and ND II, as evidenced by the consistent ratings on the NYC School Quality Report. Our key design of social emotional learning is rooted in building students back up from their experiences in their earlier educational settings. We understand that it is traumatic to be counseled out of a school due to poor attendance, incarceration, parenthood, or other Adverse Childhood Experiences (ACEs). Our key design in SEL includes a robust advisory program that helps students see beyond their perceived limitations and identify their own personal strengths. Advisory is a part of every student's schedule, with a more intensive process for our most at-risk students—those with less than five credits. This cohort, our C week cohort, receives intensive training and support from different community groups. In NYC, NDCHS and ND II work with Living Redemption[39] to help students see their worth and value beyond the school.

In addition to our advisory program, students are assigned a mentor upon enrollment through our mentoring program. The mentor checks in with their mentee on a regular basis and provides support in a variety of ways through their time at New Dawn, such as getting help catching up on their work, or getting connected to a mental health counselor. Our College Bridge Program also builds students up in their senior year. This allows students to create and actively work on a post-secondary plan once they graduate high school, whether it is working in a trade, going to college, or taking a different path. Every single student leaves New Dawn with a viable plan. As stated in our letter of intent, approximately 50% of our students will enroll in college. Through these programs, our students see themselves as an asset to the community

[39] https://livingredemption.org/

and look beyond high school as an opportunity for continued growth. Ultimately, this will change the trajectory of poverty that so many Newburgh teens face.

Community Partnerships. Community partnerships will be key at ND III. As described above, our key design of Internships inherently builds partnerships by having students intern in local businesses and organizations. The Salvation Army, Red Hook Art Project, and Exalt Youth are three examples of how we partner with organizations and have students successfully placed. We know that CBOs like Newburgh Armory will be instrumental in connecting our youth to these groups and businesses and provide exemplary workforce training. Additionally, we will make it a priority to hire Internship Coordinators from the community.

Evaluating Community Partnerships. NDCS Network always attempts to be completely transparent in our work. We constantly survey our stakeholders and internship partners to ensure complete satisfaction with the relationship, and if not, how we can improve it. Every semester, Internship supervisors complete and evaluate student interns, and the interns complete an evaluation of their sites. This information is shared with our sites. Additionally, Internship supervisors evaluate the students and the program itself. Further, the Internship team is constantly in contact with sites in the community via phone calls, e-mails and weekly in-person visits where they can receive both formal and informal feedback. We are very responsive to feedback and believe the ground changes demonstrate our commitment to student success. This will continue at ND III and ensure that our internship and community partners are satisfied with the relationship and included in our growth over the charter term and beyond.

I.I. Dissemination.

ND III is committed to working with at-risk students to advance educational equity and innovation not only within our school community but also across the broader educational landscape of the region. ND III will serve as a hub for sharing and exchanging effective academic and social-emotional practices, as we have done with NDCHS and ND II, from partnering with large consortiums (such as PICCS from 2012-2017), numerous mental health grant consortia, national presentations and collaborations, and partnerships with our local school districts. For ND III, this will be the same plan to demonstrate to the Newburgh Enlarged City SD that our goal is to build a robust network of collaboration that connects our at-risk students with the most effective educational model that will earn them a Regents diploma as well as successful careers.

I.I.1. Disseminating Effective Practices from Other Educational Organizations. Our process for identifying and adopting these practices includes regular meetings with stakeholders in the community and will be supported by the development of an ND III Community Advisory Task Force. ND III has been working closely with the Newburgh Armory to attend community meetings and events (see Table 2). In addition to the Armory, we have met with the Orange County Catholic Charities, where their involvement with the Newburgh Coalition helped connect us to families that have students already dropped out of school and in need of a new placement. We also have a partnership with Take Trips MES, a group committed to preventing recidivism with incarcerated youth, and one of our board members from the community has helped us with local events to spread the word of what we can offer struggling teens. In addition to these meetings, NDCHS and ND II have benefited greatly by attending school fairs and other events that help connect struggling teens with new pathways to graduate.

This has always been very successful with both schools growing to census. ND III will

follow NDCHS and ND II in this and will attend fairs and other community events to inform the community of ND III. The ND III Community Task Force will play a key role in this objective. Professional Learning Communities (PLCs): PLCs within ND III (KD #6 Professional Development and Staff Growth) will meet regularly to review and discuss findings from external visits and literature, assess their applicability, and adapt them to our context. An example of this is within both schools when we experienced a large increase in newly arrived Americans. Through staff reflection and input from our local districts, we were able to develop new instructional programming to support our growing ELL/MLL population. This resulted in retention within this group and growth in proficiency through the NYSESLAT and Regents exam performance.

I.I.2. Sharing Effective Practices with the Broader Educational Community. ND III is committed to serving as a thought partner and resource to the Newburgh Enlarged City School District (NECSD), neighboring districts, and educational organizations. Our dissemination strategy includes:

Collaborative PD Workshops and Presentations: ND III will host PD workshops focused on effective academic interventions, trauma-informed instruction, and SEL frameworks. These special sessions will be available to stakeholders, other partners, and the community at large so that we may share best practices with this vulnerable target population.

Public Reporting and Knowledge Products: Annual reports and case studies outlining effective practices and implementation strategies will be published and made publicly available through a dedicated “Community Collaboration” section on our website.

Internship and Career Readiness Partnerships: ND III will share career readiness tools and internship frameworks with NECSD and neighboring schools to help scale opportunities for at-risk youth. As a future CTE Certified school, we will be starting with our culinary arts program and then expanding to other industries based on stakeholder input.

District and BOCES Collaboration: As mentioned throughout this application, New Dawn by virtue is a collaborative entity that strives to incorporate feedback, share best practices and serve at-risk students to the best of our ability. Collaborating with NECSD, BOCES and other organizations that serve the community will be essential in growing our school community.

I.I.3. Community and Interagency Collaboration. ND III endeavors to be a true community partner for all stakeholders, forging ongoing partnerships to support students and families. These collaborations will focus on holistic student development and serve as models for integration between schools and community-based organizations. New Dawn has done this well through our Key Design #2 Social Emotional Learning, Key Design #3 Internship and Key Design #4 College and Career Readiness.

Confirmed and Developing Partnerships (please see Table 2):

- Newburgh Armory Unity Center: The Armory will partner with us for potential building use, program development in CTE scheduling, and connecting New Dawn to Newburgh families in need.
- Catholic Charities of Orange County: Will work with New Dawn in connecting students to services outside of school.
- Take Trips MES: Will work with ND III in connecting formerly incarcerated students to support that will help prevent recidivism.
- Dissemination through Community Networks: These partnerships will form the basis for a knowledge-sharing hub. By embedding dissemination efforts within existing networks,

we will ensure that effective practices are shared broadly and adapted locally.

II. EDUCATIONAL PLAN

II.A. Education Philosophy

II.A.1. Philosophy, Core Beliefs, and Values. The education philosophy of ND III comes from the success and experience of implementing the KDEs our instructional program at NDCHS and ND II. The focus is on our KDEs of (1) Curriculum and Instruction, (2) Social/Emotional Learning and Support, (3) Internship, (4) College and Career Readiness, (5) School Improvement Engine and (6) Professional Development and Staff Growth using a Facilitative Leadership Model. The KDE inform every aspect of school operations and reinforce our core commitments: college and career readiness for all students, strong advocacy and support, and a safe learning environment for developing real-world and academic skills.

In support of our core beliefs through the key design elements at ND III, the curriculum is based on NYS Next Generation learning standards, while instruction is based on the Workshop Model.[40] Social/emotional learning (SEL) and support is provided by our mentoring program and trauma informed and restorative practices that involve the entire staff and the use of a Positive Behavioral Interventions & Support (PBIS) program.[41] College and career readiness (CCR) is provided through the ND III Internship Program, advisory classes and Career Bridges. Students work on their internships for one week and then attend classes the next week. During the week the student is on internships, (s)he is working on a college level research paper which aligns a content class to the internship itself. College awareness is integrated into core class and advisory, with advisory classes focused on becoming college and career ready. Through the School Improvement Engine, there will be a constant looping of assessing and analyzing systems (both academic and back-office work), identifying potential problems, developing and implementing interventions, and then starting the system again. Finally, intensive staff PD is done through both embedded and off-site PD in curriculum, instruction, and specific strategies to support social-emotional learning that target at-risk students. Facilitative leadership allows teachers to become leaders for various purposes. Our strategic vision for the most at-risk students to receive an education is based on the above key elements of the model design and focuses on three groups of people: students, teachers, and staff.

II.A.2. Research, Theories, and School Performance. ND III will replicate the NDCS Network model, with both existing schools receiving full terms renewals for NDCHS in 2017 and 2022 and a full-term renewal for ND II in 2024. We meet our progress goals as reported in our Annual Reports to NYSED. We have worked closely with the NYSED CSO to develop an accountability plan that measures student success. NDCHS' academic success is significant in that our at-risk student population continues to grow, while students that are categorized as "on time" do indeed graduate on time. In 2023-2024, 30% of our students were categorized as being "on time" to graduate at the Brooklyn campus. The four-year graduation rate according to the NYS Report card is 30%. This demonstrates that our students who are on time to graduate in four years do so. However, what is not mentioned on the report card is the six-year and seven-year graduation rates, where most of our students fall. Each year, over 80% of our students will graduate within six years of starting high school. Of this group of graduates, over 50% enroll in

[40] Paine, R. L., & Mcmahon, B. (2023). The workshop model: Teaching ways of knowing and doing.
[41] https://www.pbis.org/

college. This is higher than the national average of 9th graders to the college pipeline, which is currently 26.7% for the nation and 31.3% for NYS.[42]

Regarding Key Design 2, Social Emotional Learning, NDCS Network developed effective programming that has positively impacted the learning environment. Many of our students at both existing schools have been removed or stopped attending for a variety of reasons, including the ACEs they bring from their homes. Implementing PBIS, a rigorous mentoring program, restorative and trauma informed practices combined with a constant focus on school culture has proven effective for behavioral issues, resulting in very high marks on the NYC DOE School Quality reports in building trust.[43] Based on this data, we know implementing these same programs at ND III will be a success and contribute to improved outcomes for students.

II.B. Curriculum

II.B.1. Curriculum Selection and Development and

II.B.2. Alignment. New Dawn's curriculum is designed to address the needs of our over-aged/under-credited students with their gaps in education and is aligned with the Next Generation Learning Standards.[44] Based on the population we serve, no boxed curriculum met the needs of the OA/UC student, so we developed our own. Our Advisory and CTE (culinary) and all future programs are aligned to the CDOS Standards[45] and relevant Performance Framework Standards for Social Studies.[46] Algebra and ELA are reviewed against the NYSED Performance Frameworks. This curriculum will be used at ND III. The curriculum is reviewed on a regular basis in Chalk with adjustments needed based on test results or changes in the State curriculum, or changes recommended or required by NYSED (such as in the new Biology Regents[47] and the new ELA Regents to be administered in June 2026)[48]. Lesson plans are in Chalk[49] and will be reviewed and revised weekly during individual teacher and department meetings with the principal to ensure timeframes such as the implementation of the Next Generation ELA Regents and the anticipated changes coming from Graduation Measures.[50] Teachers work in conjunction with consultants and the principal in a collaborative and continual effort to maintain current graduation requirements. This process will be fully replicated in ND III.

Our curricular alignment is not traditional. Unlike other school models where students move sequentially through grade level coursework (e.g. 9th grade ELA moves to 10th grade ELA), our students often enroll with credit accrual in a variety of subject areas and generally are not in sequence (see Attachment 3, Course Descriptions). Therefore, schedules are designed for each student based on their individual needs, leading to the most expedient path to graduation. As a result, traditional, year-long courses will be aligned, but sections may not be taken at ND III as we will focus on the entire course in Regents classes. For example, a student may have had one

[42] http://www.higheredinfo.org/dbrowser/?year=2018&level=nation&mode=data&state=&submeasure=119
[43] https://tools.nycenet.edu/snapshot/2024/84K486/HST/#SS
[44] https://www.nysed.gov/standards-instruction/nys-p-12-learning-standards-content-area
[45] https://www.nysed.gov/standards-instruction/career-development-and-occupational-studies
[46] https://www.nysed.gov/standards-instruction/social-studies
[47] https://www.nysed.gov/state-assessment/life-science-biology
[48] https://www.nysed.gov/sites/default/files/programs/state-assessment/next-gen-re-ela-pld.pdf
[49] https://ndcs-4070.chalk.com/dashboard
[50] https://www.nysed.gov/grad-measures

year of Global History and then failed the traditional tenth grade class, but the student is a freshman credit wise. The student would not take the 9th grade course all over again, that student will be placed in the Regents course and prepare accordingly. Horizontal alignment occurs in courses that are traditionally two semesters, or one year in length. Algebra I, Biology, Earth and Space Sciences, and U.S. History and Gov't are examples of where a horizontal alignment is reviewed annually for changes and consistency. These courses are reviewed against the NYSED Performance Frameworks under the Next Generation Learning Standards.[51]

In ELA and Global History, the scope and sequence span multiple years, so vertical alignments are also non-traditional. ND III will be ungraded upon opening, as is the same with NDCHS and ND II. Once students have accrued enough credits in these course sequences, comparative to requirements for a student in a traditional setting, students will take the Regents exams. The Global History sequence, just like U.S. History and Gov't, is designed based on the NYSED Social Studies Framework.[52] The ELA sequence is aligned to the Next Generation Learning Standards and cultivated to follow a framework that is rooted with culturally diverse authors and that follows an emphasis on literary analysis and argument writing that includes poetry, fiction, and non-fiction.[53] Non-academic courses are generally one semester in length, and aligned to the Next Generation Standards in ELA, and other key content alignments such as Physical Best[54] and the Blueprint for the Arts.[55] LOTE sequences are based on student ability and follow guidance on acquisition levels by ACTFL.[56]

Teachers meet with the principal and special education and ELL/MLL push-in for lesson plan review and development. Instructional coaches in ELL[57], and math[58] will be on site bi-monthly to confer, model and provide feedback on differentiation to teachers. Department meetings will be held weekly to discuss curricular challenges with students who are far below grade level to master skills and concepts at grade-level. Full staff meetings will be held to share and discuss different teaching methods and strategies such as conferencing in the workshop model. Peer groups will work on different problems of practice[59] related to differentiating instruction. Support from individual meetings, instructional coaching, peer support, embedded PD, and whole staff training will provide opportunities for teachers at ND III to hone their ability to differentiate instruction and provide feedback on the implementation in the classroom.

II.B.3. Curriculum Selection, Organization and Revision. The curriculum is aligned to NYSED Learning Standards, including Next Generation[60], and is in preparation for the new ELA Regents which is aligned to the Next Generation Learning Standards[61], within Chalk, and will also be used at ND III. New Dawn follows a curriculum mapping method which utilizes a "core map" or scope and sequence/pacing guide as the roadmap to student learning, and guides

[51] https://www.nysed.gov/standards-instruction/nys-p-12-learning-standards-content-area
[52] https://www.nysed.gov/standards-instruction/social-studies
[53] https://www.nysed.gov/standards-instruction/english-language-arts
[54] http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/PhysicalEducationCurriculum.htm
[55] https://centerforartsed.org/resources/nyc-blueprints-teaching-and-learning-arts
[56] http://www.languagetesting.com/actfl-proficiency-scale
[57] https://led-better.org/
[58] http://ntnmath.com/index.html
[59] https://learningaccelerator.org/blog/good-professional-development-focuses-on-problems-of-practice/
[60] https://www.nysed.gov/standards-instruction/nys-p-12-learning-standards-content-area
[61] https://www.nysed.gov/sites/default/files/programs/state-assessment/next-gen-re-ela-pld.pdf

teachers to build their own plans from this road map.[62] Teachers see what should be taught and align their individual maps, or weekly lesson plans, to the overarching goals of the units outlined in the CORE maps.[63] The CORE maps are adapted from various pacing guides: revised modules for ELA (with the Engage modules as a base, and then revised based on student demographics and teacher input) and Math[64], the NYSED Performance Framework social studies[65] and the wonder of science,[66] plus scope and sequence documents provided from consultants like NTN Math[67], Read 180[68] and Math 180.[69] The curriculum used in the culinary program comes from The Culinary Institute of America and is the foundation course used for those entering the culinary world. The Chief of Academics creates these CORE maps and works closely with individual teachers to develop lesson plans in response to the individual needs of the classroom. The pacing of the CORE maps is annually reviewed by the COA, principals and teachers; feedback is shared, and changes are made to accommodate testing dates, current standard alignment, and needs of students.

II.B.4. Curriculum Materials. ND uses a variety of instructional materials, which will be used in ND III. In all instances, the Chief of Academics is the chief architect of the materials to be used, with principals and teachers providing feedback during the annual curriculum reviews. All materials are aligned with NYS Learning Standards and the Next Generation Learning Standards. They include:

English Language Arts: The curricular materials used to deliver instruction are quite varied. Novels *(*such as *The Road),* plays (such as *Twelve Angry Men),* short stories (such as *The Sniper*), Read 180,[70] and other print media (ads, videos, newspaper articles, etc.) are introduced by the teachers and utilized to foster critical thinking about communication and the purposes.

*Mathematics***.** The curricular materials have been developed with consultant company NTN Math.[71] Teachers use the NTN curriculum entitled *KEAS Math.*[72] Math 180 was introduced in 2018 to build student math proficiency and will also be used at ND III.[73]

Social Studies. The curriculum is derived from the pacing calendar from the NYSED Performance Framework[74] and is aligned to the text, *United States History (*Prentice Hall) for US History, *World History: Patterns of Interaction* for Global Studies, and *Economics (*AGS Publishing) for Economics. This year NDCHS introduced *Edfi,*[75] an online course that provides supplemental materials to Economics and Personal Finance classes.

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[62] http://www.curriculum21.com/
[63] http://www.curriculum21.com/pd/curriculum-mapping/mapping-defined/
[64] https://www.engageny.org/
[65] https://www.nysed.gov/standards-instruction/social-studies
[66] https://thewonderofscience.com/nyssls-hs-standards
[67] http://www.ntnmath.com/
[68] https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/665
[69] https://intensiveintervention.org/chart/academic-intervention-chart/13882
[70] http://52.1.239.6/products/read-180/content.php
[71] http://www.ntnmath.com/
[72] http://ntnmath.com/new/keastoc.php
[73] http://52.1.239.6/product-support/content/techsupport/math180/manuals/HMHM180C1_SCent_1_2.pdf
[74] https://www.nysed.gov/standards-instruction/social-studies
[75] https://www.ed-fi.org/

*Science***.** Science follows the scope and sequence of the Wonder of Science.[76] The materials used include textbooks (*CK-12 Biology for High School* [CK-12], *Forensic Science: From the Crime Scene to the Crime* [Pearson], *Anatomy and Physiology* [John Wiley & Sons, Inc.]), lab materials, and other trade books to serve as supplemental materials.

Advisory. Advisory focuses on building skills students will need to prepare for developing social-emotional skills and post-secondary. Students will take curriculum courses, such as *Career Choices,*[77] that dictate the lesson sequence over the course of a semester. Other courses, such as *Road Trip Nation*[78] and *Leadership and Character Development,*[79] also use established curriculum but are adapted to meet the needs of the students.

PE, Health, Art, and Spanish. The NYC DOE scope and sequence are starting points for these courses.[80] The teachers work closely with the principal to establish pacing guides based on these resources and incorporate trade books and other software to remain current.

CTE-Culinary-The curriculum for Culinary is based on The Culinary Institute of America-Introduction to Culinary Arts. This focuses on the foundations of cooking and food preparation, sanitation and nutrition and gives them the opportunity to obtain their food handlers license.

II.B.5. Curricular Innovations and Alignment to Key Design Elements. As stated in our letter of intent, New Dawn's vision and mission is committed to providing struggling students in their least restrictive learning environment that are overaged and under credited, and who are at risk of dropping out. The focus is not on when the student will graduate but that the student has the tools and support so that they do graduate.

*Key Design Element #1: Curriculum and Instruction***.** The curriculum at ND III is a fluid document that is meant to be adapted to different teaching and learning styles. Curriculum mapping in Chalk[81] will allow the three schools to continue to build on the work happening at each school. The ongoing curriculum review, the collaboration between the Chief of Academics, teachers and the building principals, as well as the continuous evaluation of the alignment to standards makes our curricular approach unique.

*Key Design Element #2: Social/Emotional Learning and Support***.** Children do not learn from adults that they do not trust or like.[82] The advisory program and mentoring program help our students build trust and success. This motivates students to remain focused on their goals[83] and persist when obstacles arise.[84] Our mentoring program[85] connects our students with the person they can go to in the building that checks in weekly (or even daily) to monitor progress and reflect on their accomplishments in life. The school also uses the PBIS Framework[86] to inform our discipline policy. This is integral to our school culture. Students know that infractions are handled in a way that focuses on improvement, not punitive measures.

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[76] https://thewonderofscience.com/nyssls-hs-standards
[77] http://www.academicinnovations.com/cc2.html
[78] https://roadtripnation.org/
[79] https://www.characterandleadership.com/
[80] http://schools nyc.gov/Academics/CIPL/overview.htm
[81] https://ndcs-4070.chalk.com/dashboard/
[82] https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion
[83] https://secure.my10yearplan.com/
[84] https://www.nea.org/professional-excellence/student-engagement/tools-tips/trauma-informed-practices
[85] https://www.ny.gov/programs/new-york-state-mentoring-program
[86] https://www.pbis.org/school/high-school-pbis

Key Design Element #3: Internship. The internship program is a major part of our instructional programming. Students participate in on-the-job training, including resume building, interview practice, and workforce development practices. This includes our newly certified Culinary Arts Program.[87] This portion of our programming ensures all students graduate with a resume that includes work experience, references, and post-secondary plans.

*Key Design Element #4: College and Career Readiness***.** As in New Dawn, ND III will utilize curriculum focusing on developing college and career-minded students. This begins in C Week (students that have 0-5 credits) in their Career Choices advisory.[88] Students monitor and adjust their goals based on their academic progress and reflection on the issues that are acting as roadblocks in courses like ART, New Student Orientation and RoadTrip Nation.[89] The Internship program connects career minded students will work experience.

*Key Design Element #5: Operations (School Improvement Engine)***.** The School Improvement Engine (SIE)[90] allows the school to identify gaps in performance and operations, develop a solution with stakeholders, administer the solution, then reflect on the success of the intervention. This demonstrates the school's commitment to ongoing improvement. After a cycle has been completed, the school can use various sources of data, such as the Charter School Performance Framework,[91] the NYSED Annual Report,[92] the NYC DOE School Quality Snapshot[93] and Survey,[94] and our in-house reviews to explain the outcomes. This ongoing cycle of assessment, implementation, and reflection supports the school's commitment to ongoing improvement and data-informed decision-making, ensuring that practices change in response to student and school needs.

*Key Design Element #6: Professional Development and Staff Growth***.** Staff PD is another way to incorporate the cycles of the SIE. Through a facilitative leadership approach,[95] school leadership highlights the many talents of the staff. By empowering teachers and staff to further develop their strengths and support their peers, ownership of school wide success is the responsibility of all stakeholders and puts different teachers and staff in charge of managing their peers in a productive manner that results in positive change for students and the school.

II.B.6. Research-Supported Curriculum to be Used at ND III. At New Dawn the workshop model of instruction is used[96]. This model is the key to engaging students in the curriculum as a transfer school. Teachers, as described above, can respond to individual academic and social/emotional needs and reflect on that progress with the principal and coach to make

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[87] https://www.nysed.gov/sites/default/files/programs/career-technical-education/guidance-on-hospitality-and-tourism-programs_0.docx#:~:text=Hospitality%20and%20Tourism%20is%20a,with%20varying%20levels%20of%20schooling.&text=For%20an%20Approved%20Career%20and,courses%20in%20an%20approved%20program.&text=Approved%20CTE%20programs%20in%20Hospitality,one%20test%20or%20test%20vendor.

[88] http://www.academicinnovations.com/cc2.html

[89] http://roadtripnation.com/

[90] https://ies.ed.gov/use-work/evaluations/impact-evaluation-teacher-incentive-fund

[91] https://www.nysed.gov/charter-schools

[92] https://data.nysed.gov/profile.php?instid=800000071079

[93] https://tools.nycenet.edu/snapshot/2024/84K486/HST/

[94] https://secure.panoramaed.com/nycdoe/understand/14472749/summary

[95] http://interactioninstitute.org/training/facilitative-leadership-for-social-change/

[96] http://www.educationworld.com/a_curr/minimize-lecture-workshop-model.shtml

evolving changes to the curriculum. When a curriculum is fluid, positive student results are achieved. The workshop model also builds teachers' capacity to differentiate instruction which has an impact on classroom management because all students are engaged in the instruction, which is highly effective with at-risk populations and gifted students. The workshop model is based on Howard Gardner's work and his theory of multiple intelligences[97] and Benjamin Bloom and his work on levels of thought and guiding individuals to engage in the highest levels of thinking: analysis, evaluation and creation[98].

II.B.7. Supporting Benchmark 1: Student Performance. As mentioned in Section IA, Mission Statement, Objectives, and Goals, the curriculum we developed at New Dawn and will implement at ND III will support the goals set forth in the NYSED Charter School Framework.[99] ND III will use the same academic goals that we have used at NDCHS and ND II over the years but will continue our work to improve on these goals with other transfer schools and NYSED. The goals are as follows, annually:

1. At least 75% of all students who attempt a Regents exam in each of the five areas will pass. For students with IEPs, this will include those who pass with the safety net;
2. 75% of the students in will successfully complete their internship;
3. 85% of students will earn CTE certification
4. of the students with 17 credits or more in September 75% will graduate by August;
5. 90% of the graduating class will have a career plan;
6. 50% of the graduating class will apply to college;
7. teachers will show growth on the Danielson rubric for Classroom Observations;
8. Parents/guardians, and students will show satisfaction with the school as measured by school climate surveys
9. Students will show growth on SEL surveys like Intellispark

Organizational Soundness:

10. the School will submit a clean audit by November 1;
11. the School will run on a balanced budget; and
12. the Board of Trustees will meet every month

Faithfulness to Charter & Law

13. the School will enroll and retain the proportion of special populations in the district
14. the School will have met all legal compliance obligations.

The school's curriculum will help us meet these goals because it mapped, evaluated, and reflected upon regularly as a living document. Adjustments are constantly made based on new student enrollment, changes in NYSED requirements, and alignments to new standards. The malleable nature of curriculum development, alignment, and revision allows all stakeholders at the school, including the students, to make recommendations to maximize student performance. This is evident in the NDCHS renewal with NYSED.[100]

II.B.8. Supplemental Curriculum. The Chief of Academics works with the principals, instructional staff and coaches to provide additional support materials as they are appropriate

[97] Gardner, Howard. Multiple Intelligences Theory in Practice. NY, NY 1993 Basic Books.
[98] https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
[99] https://www.nysed.gov/sites/default/files/programs/charter-schools/performanceframework.pdf
[100] https://www nysed.gov/sites/default/files/programs/charter-schools/renewal-site-visit-report-new-dawn-chs-ii-05-08-24.pdf

for students. An example is the implementation of Math 180,[101] which was introduced at NDCHS in 2018 and ND II opened with the program to provide additional opportunities for low performing math students with a resource that will close the gap in their math education. Another example is the development and addition of Hindi, Russian, New School Orientation, and Foundations in SEL.

In addition to these academic supplemental materials, our social/emotional learning is integral to connecting the student to the school community. As mentioned above, our mentoring program, PBIS system[102], and advisory program, all parts of Key Design Element #2 Social/Emotional Learning and Supports, and Key Design Element #3 Internship, Key Design Element #4 College and Career Readiness and Key Design Element #5 Operations (School Improvement Engine,) enable a unified approach to curriculum development, implementation, and review. They participate in Advisories to set short and long-term goals, and to become reflective of their relationships with themselves, their peers, and the community at large. Students learn to develop professional skills like problem solving, self-advocacy and time management as well as to fill out college, trade school and job applications, through internships, CTE Culinary, and Career Bridge program. Our students connect to their emotional, academic, and professional growth, and become well-rounded graduates ready for their future.

II.C. Instruction

II.C.1. Instructional Strategies. ND III will mirror the strategies of those at NDCHS and ND II. The Workshop Model of Instruction with a balanced approach is a mainstay, because instruction can be differentiated based on a variety of factors and is particularly useful when working with at-risk students with a wide range of proficiency levels. The expectations for all students are the same as exemplified through mini lessons when the teacher provides instruction and modeling for the daily lesson. Students then break into groups where they work at their proficiency level, while receiving either remediation or enrichment, or learning basic skills in an authentic setting.

The workshop model is also preferred because of our philosophy on teaching SWD and ELL/MLL because the approach to both groups is the same. When teachers present content and key pieces of the curriculum to the whole class, and then break the class down into small groups, it is then that the teacher and special education teacher can work directly with special education students and provide additional support commensurate with the designations and goals of their IEP. When ELL/MLL students are in smaller groups, teachers can provide additional scaffolds and support to the students needing additional context in their home language.

The Workshop Model aligns with our educational philosophy of serving all students equitably, including SWD and ELL/MLL learners. This approach maintains consistent instruction for all students, beginning with whole-class instruction where content is presented to every student. The class then breaks into small groups based on skill level, not whether there is an IEP or language learner status. This structure allows for targeted support: special education teachers can address students' individualized education program (IEP) goals, while ELL/MLL teachers provide scaffolds and instruction that honor students' home languages and support

[101] http://52.1.239.6/product-support/content/techsupport/math180/manuals/HMHM180C1_SCent_1_2.pdf
[102] https://www.pbis.org/school/high-school-pbis

English language development within the context of the general education curriculum.

II.C.2. Innovation Instruction that Supports the Key Design Elements. As discussed in Section II.A. Education Philosophy, our use of the workshop model ties directly into our philosophy and core beliefs that every student can become college and career ready, deserves an advocate and support, and the space to mature.

Key Design Element #1: Curriculum and Instruction. Because many of our students were truant and continuously face a variety of roadblocks to their education, our students rarely have a straightforward traditional high school classroom schedule. Our flexible scheduling is key to individualized programming that promotes persistence and success. Our curriculum offers a variety of classes to support students with varied proficiency levels.

Key Design Element #2: Social/Emotional Support. Students develop relationships with the adults in the building through the implementation of a rigorous PBIS and mentoring Program, and Advisories. PBIS also integrates with our Progressive Discipline Plan, creating a cohesive and proactive approach to student support. Within this structure, mentors monitor and encourage student progress. They ensure that students are actively engaged in their classes, attend school, and participate in their internship placements.

Key Design Element #3: Internship (IP). The IP has always been a source of persistence for our students. With 5 or more credits, students are placed in the IP and based on their responses to the Myers Briggs Career Survey are placed at an internship site based on those results. Students learn workforce skills on the job, including resume building, interview practice, and for some students, an internship in our CTE Program.

Key Design Element #4: College and Career Readiness. Programs like the Career Bridge will also be an attraction for students. Students begin their college and career preparation upon enrollment. Even though students in the Intensive C Week Program do not actively participate in internships or CTE, an important focus of the Advisories is preparing these students to participate in both the Internship and College and Career programs. Programmatic scheduling for each student in the A/B week grouping encompasses internship/job training, developing communication and self-advocacy skills, relationship-building, and college and career planning.

Key Design Element #5: Operations (School Improvement Engine). The SIE is the backbone of all school operations, academic and non-academic. The prescriptive nature of the SIE will allow teachers to identify problems with the curriculum and materials based on student engagement assessment outcomes.

Key Design Element #6: Professional Development and Staff Growth. Teachers and staff that are engaged in facilitative leadership activities have ownership of their roles in the school, and their relationships with their students. Staff can rely on each other, in addition to school leadership, to impact positive change in their classrooms, thus improving performance goals related to the Framework. This is accomplished through Professional Learning Communities (PLC) and staff lead meetings. Staff also attend professional development on varied topics as well as will lead staff training based on areas of expertise as well as need assessment from staff.

II.C.3. Rigor and Engagement. A key component of the Workshop Model's success is the use of assessment. Teachers collect, review and analyze data to inform both individual progress and grouping of students for guided instruction. Data-driven decisions ensure that instruction meets students' learning needs. Once student data is analyzed, the Workshop Model, implemented with a balanced approach, helps build teacher capacity to differentiate

instruction, which in turn positively influences classroom management and student engagement. Differentiation is effective for allowing all learners to access content at their own performance level.

The Workshop Model is based upon the work of Howard Gardner and his Theory of Multiple Intelligences, acknowledging that students learn in diverse ways. It also incorporates principles from Benjamin Bloom's Taxonomy, to move beyond basic comprehension toward higher order thinking skills such as analysis, synthesis, and evaluation.

When students have issues, or come to class late, or have trouble understanding the content, the workshop model allows students to discreetly address these issues with their teacher without being in the spotlight of their peers. The workshop model allows teachers and students to work together to get at the core of their deficiencies and overcome negative connotations they may harbor with not understanding content. Using the workshop model aids in breaking down these walls and gives students opportunity to build their skills and trust their instructions in getting them to mastery level.

New Dawn students often have attendance issues, disconnected education along with other barriers, here the Workshop Model allows the teacher to address issues without calling additional attention to the student. Because of the design of The Workshop Model where the teacher can create flexible groupings and individualized instruction so that a student regardless of the performance level can have their instructional needs met. The Workshop Model creates a balanced approach to addressing academic needs that students respond to positively.

II.C.4. Research behind the Instructional Model. Because New Dawn students have a wide range of academic proficiencies implementing balanced instruction allows the teacher to integrate teaching of a wide range of skills from phonics, numerical computation to analytical skills and synthesizing information. Instruction focusing on memorization as the strategy to develop the basic skills needed to complete higher order processes are not consistently successful with older students. Skills taught will be integrated into real world scenarios and events which make instruction relevant to the student which the Workshop Model provides and is based on the work of Howard Gardner's theory of multiple intelligences and Benjamin Bloom's taxonomy

Teachers will use data from assessments to inform both individual conferencing as well as in the groupings of students for guided instruction. Teachers are then expected to utilize the workshop model to: 1) Help students become proficient in reading, writing, and speaking the language of the content area; Instruct students in increasing student reading, writing and speaking proficiency levels across content areas 2) Feel comfortable using technology Increasing technology skills; 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; Develop a variety of instructional strategies to support student learning styles; 5) Continue to increase their own knowledge of content curriculum; 6) Improve their questioning scaffolds by guiding students to higher order thinking, allowing for think time, and encouraging students to give full answers; 7) Be confident in their ability to teach all students; and 8) Know that all students to want to learn, and the teacher's role makes it so.

II.D. Special Populations and Related Services

II.D.1. Processes, Methods, Strategies. ND III is committed to supporting students who

face academic or emotional challenges. In alignment with the NYS Board of Regents' guidelines for Academic Intervention Services (AIS) framework, the school implements the Three-Tier RTI approach to address and identify the needs of all learners. As described in II.G, our 3-tiered approach is inverted with most of the school population requiring academic or behavioral interventions. A student may be considered struggling if they self-identify as needing support; a parent or guardian expressing concern regarding their child's academic and/or social-emotional progress; or if assessment scores are failing. Additional indicators used to identify students who are struggling include: Annual IXL assessments, pre- and post-assessments from Read and Math 180 programs, failing scores on Regents Examinations, teacher, staff, or family referrals, information gathered through Child Find, historical IEP records, ELL/MLL status identified through NYSESLAT, NYSITIELL or the Home Language Survey and other SEL surveys given during the school year. If a student, after interventions have not adequately supported the student, the student will be referred for special education services and will follow the referral process set by NYSED after receiving parental consent. If the student, after evaluation and recommendation from the Committee on Special Education, does require services, ND III will provide them in accordance with their IEP. If a placement is recommended that ND III does not provide there will be a discussion how to make this work for the student but if it is agreed that it is not working, ND III will work with the family and CSE to accommodate the student until an appropriate placement is found. This rarely happens where a student would need to transfer due to a placement.

By using multiple data points and stakeholder input, New Dawn III will ensure that struggling students are accurately identified and provided with targeted academic and emotional supports through the RTI model.

II.D.2. Rationale to the Processes, Methods and Strategies. A full inclusion model is designed to meet the needs of all students, particularly SWD and ELL/MLL learners. This model has been proven successful with NDCHS and ND II and is effective for the over-aged and under-credited students that ND III will serve. Students enrolled at ND III will be older than typical high school students and may already receive special education services and are not on track to graduate with their cohort. For example, a nineteen-year-old student receiving special education support may feel stigmatized by being pulled out of class for services or a student who is academically struggling needs extra support can receive this without extra attention being given. The full inclusion model avoids this by allowing support directly into the classroom, therefore helping students maintain a connection with their peers while still receiving the services and support they need.

The school further supports this inclusive approach through the implementation of the Three-Tier Response to Intervention (RTI) framework, aligned closely with Positive Behavioral Interventions and Supports (PBIS**)**. This integrated system reinforces Key Design Element #1: Curriculum and Instruction by creating an inclusive learning environment that addresses both the academic and social-emotional needs of all students where all students have access to interventions they need. Through RTI and PBIS, interventions are delivered proactively so that all students have access to the general education curriculum.

Tier 1 serves as the foundation of the RTI framework, which is differentiated instruction for all students. It functions as both a diagnostic and advancement tool that is responsive to each student's individual needs. All teachers are trained in implementing the Workshop Model

of instruction, which emphasizes active, differentiated, and student-centered learning. They are also supported by a multidisciplinary team that includes special education and ELL teachers, related service providers, and counselors. Tier 1 interventions include push-in services and continuous progress monitoring through assessments. Students requiring more intensive support are identified collaboratively by classroom teachers, special education staff, and counselors. These students receive Tier 2 or Tier 3 interventions, which may include being placed in our most intensive cohort group "c week" and supports such as placement in specialized instructional programs such as English and Math lab classes, Foundations of English, Foundations of Math, ELL classes or Regents Prep courses. These supports are designed to accelerate skill development and ensure students remain on track for academic success.

Both NDCHS and ND II have successfully implemented the Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) frameworks to support struggling students. These approaches align with the school's full inclusion model, which ensures that all students—regardless of academic, emotional, or behavioral challenges—receive the interventions they need to progress toward earning a high school diploma.

The mission of ND III is to provide timely and effective interventions across all areas of a student's school experience, academics and post-secondary options readiness through internships, and college and career readiness. In Fall of 2027, students at New Dawn III, including ElLs and SWDs, will have the option to participate in our CTE in Culinary Arts. By integrating PBIS and RTI, ND III will create a supportive environment that delivers services in the least restrictive and most pro-social manner possible in all aspects of our instructional programming, including Internship and Culinary Arts.

II.D.3. Research of the Processes, Methods and Strategies. NDCS grounds its instructional practices in proven, research-based models, including the Workshop Model, Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS). Together, these approaches form a cohesive framework that promotes differentiated, student-centered instruction and fosters both academic achievement and social-emotional development. The Workshop Model, aligned with a balanced instructional approach, integrates PBIS support and is effective in addressing the diverse learning and behavior needs of New Dawns student population. This model supports both individualized and differentiated instruction, making it especially effective for serving special populations, including at-risk students as well as those academically gifted learners.

A cornerstone of student success at New Dawn is the development of meaningful, trust-based relationships with adults in the school community. At-risk students who establish these connections are significantly more likely to remain engaged in school and achieve academic success. PBIS and RTI, both grounded in strong educational research, enable early identification of student needs and provide timely and targeted interventions in an inclusive manner—ensuring that every student is supported in reaching their full potential.

II.D.4. Responsibilities and Qualifications. Oversight of special populations at NDIII will be led by the Chief of Special Populations. This individual will be responsible for ensuring that all procedures, policies, and programs are implemented effectively for students with disabilities (SWD), English Language Learners (ELL), and gifted learners. The COSP will supervise staff that include SPED teachers, services providers and administrators as well as act as a liaison with the local Committee on Special Education (CSE) To ensure effective day-to-day operations and

compliance, a Special Education Coordinator will be assigned to manage special education services. The responsibilities of the SPED Coordinator will include coordinating annual and triennial review meetings with the CSE managing Individualized Education Plans (IEPs) and delivering push-in services to students.

SPED teachers will provide daily in-class support, co-plan with general education teachers, write IEPs and participate in annual and triennial CSE meetings, differentiate instruction to meet student needs, and consult with staff on effective strategies. Counselors will provide mandated and at-risk counseling, write sections of IEPs and attend CSE meetings, consult with staff on student needs and behavioral supports, conduct workshops for students on critical topics such as suicide prevention, mental health awareness, and coping skills. ND III will employ their own full-time school counselors. For related services (e.g., speech, occupational therapy, physical therapy), ND III will contract with providers through the (CSE).

Support to ELL students will be provided by the ELL teachers, who will co-plan and co-teach with content area teachers, differentiate instruction and incorporate targeted language supports, administer and score NYSESLAT and/or NYSITELL assessments and collaborate with general education staff to support English language acquisition across subjects.

II.D.5. Coordination of Services. ND III will have scheduled time for the general, SPED and/or ELL teachers and support staff to meet and plan lessons. Planning includes reviewing data, goals, best practices, and interventions that will support upcoming lessons. Differentiation and interventions include: Visual and auditory support, use of alternate assessments, leveled text, pre-teaching, small and flexible grouping, and scaffolded questioning. Interventions such as these allow students to receive and have access to the general education curriculum. Common planning time not only supports the students in those classes; but it also supports the general education teacher to use those strategies in other classes to the benefit of those struggling students. School counselors and other related service providers (speech, occupational or physical therapy) are a necessary part of the planning process; they support the student according to their goals in that area. All relevant staff will have access to students' IEPs electronically or on paper to refer to as they plan instruction, and for ELL students with NYSESLAT and NYSITELL scores. Staff will also participate in on and off-site PD to improve understanding of special populations.

II.D.6. Ancillary and support Services. Due to the nature of the ND III population, collaboration with ancillary and support services will be necessary. Counselors have a wide variety of relationships with agencies that will support the varied needs of the student, such as, Child Protective Services, Mobile Crisis Unit., local foster care agencies (Good Shepard, Adoptive and Foster Coalition, Abbott House), homeless shelters, Food banks, mental health agencies and local hospitals. Counselors focus on building a trusting relationship with students which allows the students to share personal information. Here the counselor will assess the need for resources that the student and family may not even know they may need. Based on the history of NDCS, these relationships with ancillary agencies have been invaluable and contribute to the success of the student.

II.D.7. Evaluation. ND III will follow and abide by all assurances and mandates set by the NYSED and all Federal Mandates including IDEA, FERPA, and ESSA and will be compliant with any forthcoming mandates. To ensure that students are receiving mandated services, the Child Find Process determines if the student receives services or if there is a case history. This will be

completed upon student enrollment and weekly. There are instances where a student has an IEP, and this was not disclosed during enrollment. If this is the case, the parents will be contacted along with the local CSE to learn and provide the services they need.

All students are included in the RTI process to receive their mandated services. If a student enrolls with services that New Dawn III does not offer, the SPED Coordinator will meet with the student and parents to discuss support needed and develop a plan. The local CSE is then contacted that there is a misalignment and schedule a meeting to review the current level of performance of the school plan and agree to a specific amount of time to implement this. If this level of service does meet the students' needs, a CSE meeting will be scheduled to change the service. If it does not meet the students' needs, a discussion of additional support that can be given so the students are successful will be held. The last resort will be to have a discussion around reverting to the placement that is on the students' IEP. Based on history with NDCHS and ND II, the support plan is successful a majority of the time, and the student will receive least restrictive services. The services and IEP will be coordinated by the Special Education Coordinator who will maintain contact with the local CSE and parent or guardian.

II.E. Assessment System.

The mission of ND III is to aid students who are OA/UC in returning to school and graduating which enables them to work towards a career path or continuing education. Due to the nature of the student population, it is crucial that assessments and data be used to ensure that every student has the best opportunity to accomplish that goal. ND III will use a variety of assessments to determine student capabilities, plan individual student goals, evaluate the effectiveness of instruction, and plan interventions where needed. To accomplish these goals, instructional leaders will continuously review and use data from assessments to guide their meetings with teachers, support staff, community and parents. Teachers will have common planning time to assess and set goals based on data for their own classroom as well as weekly meetings focused on data analysis for the purpose of determining the progress toward our set goals and plan interventions. Below are the assessments.

II.E.1. Purpose, Design, and Format

Teacher Developed Assessments and Quizzes: Teachers of all subjects will be expected to create assessments that align to the goals of their classrooms to assess students on their prior knowledge, development of learning, and summative assessment of their learning. SLO (Student Learning Objective) Pre-tests: Every classroom teacher at ND III will create a diagnostic standards-based assessment called a SLO Pre-test to be given to students upon initial entry into their class. This test will serve to inform teachers of students' abilities at the onset of their time in their class to more effectively plan instruction for each student.

SLO (Student Learning Objective) Post test: These exams will serve the purpose of a summative assessment in those classes which do not terminate in a Regents exam. This will assess the effectiveness of classroom instruction by teachers and additionally in the yearly evaluation of teaching staff by their supervisors. This is given at the end of each semester.

IXL: Students will take exams in Reading and Mathematics, both of which are computer-based multiple-choice tests adaptive to student responses to evaluate the grade level of each student in these subjects. This diagnostic data will be used to place students in classes and as an additional measure of growth upon the students' final evaluation by the test at the end of their

school year. This is given to the students at both the start and end of each school year.

Math and Read 180: students placed in these intervention courses will take an initial assessment to determine where they are performing in math and reading and differentiate lessons both individually, small and large groups. Post course assessments are given as well.

NYSED Regents Exams: ND III will be a full participant in the statewide system of assessment and will review options once a decision is made concerning the Regents exams. In the meantime, students will be expected to take and pass all NYS Regents testing requirements to reach graduation based on their individually determined pathways.

II.E.2. Social-Emotional Well-Being Growth. Intellispark: Students will take the Intellispark diagnostic survey to assess their level of risk in several categories surrounding social-emotional development. This helps the school determine the kinds of supports that students need for successful integration into the school and overall wellbeing with the proper social emotional programming to maximize the effort. This is aligned with key design element #2, social emotional learning, key design element #3, Internship, and key design element #4, college and career readiness.

II.E.3. Authentic and Aligned. The selection of assessments are aligned to the mission of ND III, including incorporating input from administrators and staff. Assessments are chosen as a mechanism to build strong instructional programming that is aligned to New York State Learning Standards. For example, during the shift to Biology from Living Environment, the Director of Instruction met with the science teams at both schools to develop assessments that were aligned to the new standards and mimicked the analytical skills required for successful completion of the Investigations.

II.E.4. Assessment Selection and Creation. A committee of staff will be tasked with obtaining all third-party examinations, including the New York State Regents exams. This committee will also explore and create alternatives for diagnostic and summative assessments if there is a need identified; this will be ongoing. Exams which are created by the teaching staff will be evaluated by the instructional leadership of the school as part of the lesson planning process to determine that each assessment is valid and in line with the goals of the school and the standards set for each subject area. These are saved on our shared drive and used to drive school improvement (key design #5).

II.E.5. Assessment Calendar

Name of Assessment	Purpose	Grades Administered	When Administered
IXL Reading & Language Arts	Identify reading fluency, competency, reading comprehension and writing development levels	9-12	September and June
IXL Mathematics	Identify number fluency and mathematical skills for grade level	9-12	September and June
Intellispark	Identify levels of risk for social-emotional learning	9-12	September and June
SLO Pre-tests	Identify the current ability for students within the content area of each individual class	9-12	September and February

READ 180 and Math 180 Diagnostic	Identify where students are regularly on the two programs	9-12	Ongoing over the year
SLO Final Exams	To assess the progression and aptitude of students based on the final learning goals for each individual class	9-12	December and May
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;
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, Biology, US History)	To assess high school 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

II.E.6. Validity and Reliability of Assessments. To ensure the effectiveness and validity of assessments at ND III, all assessments will be reviewed and evaluated by the committee mentioned above. This committee will evaluate each assessment for alignment and consistency with school goals and state standards, while considering the diverse needs and abilities of the student population. (Key Design Element #1, Curriculum and Instruction). The assessments used will be annually evaluated by the committee to make sure the school's goals are met and determine if alternatives may be needed. In addition to academic assessments, the use of survey data from Intellispark allows staff to identify patterns of risk at the beginning of the school year or during enrollment so interventions can be put in place for students with at-risk behaviors to prevent them from disengaging from the school (Key Design Element #2, Social/Emotional Learning and Support).

II.E.7. Administering Assessments and Collection, Storage, and Analyzing of Data. Teachers will be trained to administer the various tests that will be given at ND III including IXL, Math and Read 180 assessments and the New York State Regents Exams. These tests will be collected following all necessary protocols to ensure the validity of results and evaluated using their respective procedures. Data from computer-based tests will be downloaded and compiled to be made available to teachers and administrators via a password protected network so that the results can be analyzed to determine student capability, placement of students into classes, and identify needs for any specific student interventions. SLO testing will occur in classrooms, and teachers will collect and upload the data to our shared drive for use in teacher evaluations. The SLO data will also be readily available to teachers to plan for classes and individual students, results can be shared with students as well. All hard copy assessment materials, including

Regents booklets and scan sheets, will be collected, boxed and labeled, and stored securely to be produced in the event of audits.

II.E.8. Data Usage by Stakeholders. Administrators from all levels will use assessment data to ascertain progress towards goals both schoolwide and by classroom teachers and support staff established by the Charter School Performance Network. The results of this establishes professional development goals, key design element #5

Teachers: Teachers will use data weekly in their planning process and consistently throughout the semester to guide their practice. Teachers will use the data to differentiate instruction and class work to meet the needs of individual students. **Board Members**: Board members will receive regular data reports to assess the overall functioning of the school. These reports will include progress toward instructional goals and the extent to which the team is meeting performance goals. On a monthly basis, these updates maintain transparency, accountability, and ongoing improvement, ensuring that school leadership is aligned with the mission and goals. **Families**: Families will be able to use the data as feedback from teachers and other school members on their child's progress and to assist the school in any goals set specifically for their student or for the school in general. **Students**: Students will use the data as feedback for analysis and increase self-awareness of their own progress and will be able to create academic and/or social emotional plans with their mentors, teachers or counselors in order to achieve semester goals and goals to meet graduation requirements.

II.E.9. Use of Results. *Individual Student*: Individual student results will be very important at ND III. All students will have an individualized schedule based on this data (credit accumulation and Regents passed). Data collected on each student will be used to assess their progress along a personalized pathway. This reviewing this information collaboratively, the necessary support and guidance are given to achieve academic success. *Student Cohort*: Cohort data will be used to ensure that the school is meeting the goals of the mission and to identify any current and potential areas of improvement that must be made to achieve those goals. Students will be assessed in their cohorts based on a 6- and 7-year graduation rate in line with other transfer schools and an accountability plan in development with the NYSED CSO. *School-wide Results*: will be used to assess the effectiveness of instructional practices across subjects and analyze student achievement and skill levels. This can be used to plan new coursework and determine areas of need to support students in obtaining the skills to be successful.

II.E.10.Goal Setting Practices. ND III will implement a comprehensive range of assessments, including both school-developed and third-party to inform instruction and address the diverse needs and ability levels of ND students. These assessments are crucial to the school's mission, enabling educators to personalize learning experiences and implement targeted interventions. Instructional goals are then established through discussions involving students, teachers, families, and support staff. Data from assessments are regularly analyzed by leadership to guide conversations with teachers and staff. These data-driven discussions help identify performance trends at the individual, classroom, and school-wide levels, directly informing lesson planning and goals.

Data aligned to state standards and the Performance Framework will be compiled for the Board of Directors. This data can come in the form of student performance and class performance to build cohorts of students that the board members can use to evaluate school effectiveness.

II.E.11.Informing Families and Students on Academic Progress and Achievements. Ongoing student progress will be monitored throughout the semester using the school's grade book platform, JupiterEd. This web-based system offers real-time access to academic performance data for students, families, teachers, and administrators, ensuring all stakeholders can track progress toward benchmarks and graduation goals. When academic or behavioral concerns arise, teachers, administration, or families can initiate interventions. These supports will be informed by interim assessments, teacher created or embedded in classroom instruction with their effectiveness being evaluated using ongoing performance data. The accessibility of JupiterEd allows for transparency, timely intervention, and shared accountability for student success, reinforcing a collaborative approach to educational support and achievement.

II.F. Performance, Promotion and Graduation Standards

II.F.1. Policies for Promotion and Grouping. All students who enroll in ND III will fulfill all the requirements that lead to a Regents diploma but understand that all graduation pathways set by NYSED are considered based on individual circumstances. As with NDCHS and ND II, ND III will remain ungraded and will not advance students' grades from one level to another as a traditional high school. Students enrolled are already overaged, and we have found that categorizing an older student within a grade cohort does not benefit them and adds an extra reminder that they are already behind, which causes additional stress and resentment. Instead, we focus on the number of credits and Regents exams and reinforce that students are here to earn their high school diploma. When students enroll, they are scheduled based on their academic needs instead of where they should be. A student may have all their credits in one content area and pass that Regents but not in other places; they will be scheduled for classes that will meet those requirements. This is how a student would be "promoted." The exception to this is students who will have less than five credits. Based on the experience from NDCHS and ND II, this group is our most "at risk" population, and we are reacclimatizing them to a consistent school culture and schedule. This group attends class weekly and follows a linear curriculum for one school year, then will transition to the A/B week structure the following school year being assigned classes they need to graduate. All students are entitled to stay enrolled in the school year of their 21st birthday. It is also important to note that NDCHS serves students under extenuating circumstances beyond their 21st birthday, and this practice will continue at ND III. ND III acknowledges that there are no billing practices for these students but will continue to serve them. For record-keeping purposes, grade level assignments for each student are categorized as follows: students with 0-5 credits are freshmen, those with 6-10 credits are sophomores, those with 11-17 credits are considered juniors, and those with 18-22 credits are considered seniors.

II.F.2. Interventions for Students Not Meeting Promotional Criteria Benchmarks. Most ND III students will not meet their expected credit accrual due to various obstacles and circumstances they face and will indeed need extra time. This is our target group. Students sometimes need several semesters before they start to see success. Success at New Dawn may look different from that of traditional schools. For example, a student may pass three classes in their first semester at New Dawn, which is considered a success because they previously failed the entire school year in their previous school. This is seen as a significant improvement for that student. Due to the fact we do not "promote' in a linear fashion (i.e., you failed so you are a

sophomore for a second year), students are enrolled in the courses they need. The only promotions at ND are leaving C Week (0-5 credits) and graduation. Staff understand and are equipped to work with students to build on their success, as small as it may seem, to move them forward. This includes mentors reaching out to their students to "check in" and see what obstacles may be interfering with their attendance and completion of class requirements. Home visits are conducted for students with poor or inconsistent attendance. There is a regular review with the students and their family regarding their credit accumulation and progress toward passing classes and Regent's requirements. Families have access to Jupiter, allowing them to communicate with staff and track their students' progress.

We work with students to develop an achievable plan that enables them to meet their academic goals. A big obstacle for our students is meeting the Regent's requirements. We will have many students who meet the required number of credits but do not pass the Regents exam. In these situations, students will be placed in classes that provide additional academic support, such as foundation classes (English and math lab classes) and Regents prep classes for the Regents exams they have failed previously. ND III will focus on providing interventions for students, as this is a strength of the ND education model under Key Design Element #5, School Improvement Engine, utilizing CHALK and Jupiter to monitor outcomes, as well as IXL to determine grade-level performance. This leads to providing targeted skill interventions as well as specific feedback to students on their strengths and weaknesses. Teachers use this data in their teaching and departmental meetings, creating a continuous feedback loop that informs their teaching practices. This enables teachers to assess student knowledge and understanding, align their instruction to the curriculum, and improve their teaching practices.

II.F.3. Graduation Criteria. ND III firmly believes that all students will be prepared for post-secondary life, that will include college, trade school or the workforce. We recognize that there are multiple ways to meet graduation requirements, and we will work with students to determine the best approach for them. This applies to all students regardless of SWD and/or ELL/MLL status. Students meet with staff at a minimum twice a year to review credit accrual and Regent requirements. It should be noted that while this is the minimum, most students meet with staff much more.

Additionally, Seniors meet with the guidance counselor once they have reached 17 credits to determine their graduation status. All students will accrue 22 credits and meet Regent's requirements with graduation criteria and pathways available on the NYSED website. We realize that graduation requirements and pathways are changing, and once those are approved and rolled out ND III will implement them to fidelity. It is important to note that while we sparingly use Pathways, we expect all students to obtain their 22 credits and pass five Regents exams just as we do at NDCHS and ND II.

II.G. School Culture and Climate

II.G.1. The Vision of School and Culture. One of the biggest indicators of a successful school is its strong culture and climate. The success of ND Schools is the emphasis on creating and sustaining a positive school culture and climate. Administration and staff alone cannot create an effective school culture and climate. This responsibility must be shared with all stakeholders, including students, parents, board members, and community. All stakeholders must have the shared belief that all students are entitled to an education, regardless of past

setbacks, history or continued pattern of facing obstacles. All stakeholders will work collaboratively to sustain an environment that supports our mission and vision. This is accomplished by developing and maintaining positive strong relationships, both within the school and with the community. By creating a safe learning environment, developing positive relationships within the school, families and the community, ND allows mistakes to be viewed as learning opportunities, maintain flexibility and meet students where they are. ND III will replicate the vision and mission of New Dawn Schools.

II.G.2. Effective Existing Models for Positive School Culture. One of the cornerstones of ND Schools is our progressive discipline policy based on the harm reduction model used in addiction treatment.[103] This often takes students some time to adapt to and learn, especially when first-time offenses usually don't lead to suspension as they would have had in their prior schools. Discipline at ND is viewed as an active part of the educational process and is dealt with when an incident occurs. Our policy states that initial infractions typically result in lighter consequences, with the increasing severity of repeated violations. This approach allows our students to learn from their mistakes and understand the impact of their actions, reducing negative behaviors over time, ultimately developing a trusting relationship between the student and the school.

KDE 2 focuses solely on Social Emotional Learning Development (SEL). NDCHS and ND II have developed and refined programs to successfully support students. ND III will develop its school culture using successful research-based interventions and supports replicating the supports and tools implemented at NDCHS and ND II, which are as follows:

Positive Behavioral Intervention Supports (PBIS): PBIS is a three-tiered school-wide systematic approach where all students have access to all interventions. PBIS interventions traditionally tiered from levels 1 to 3, with Tier 1 being school-wide support and Tier 3 being intensive support. However, to address the behavioral issues ND students tend to face, we use an inverted approach where most students fall under tierp1; providing the most schoolwide support. Integrated into the PBIS approach is the use of New Dawn's 3 R's: Respect, Responsibility and Resilience. Students are recognized when they exemplify these traits by receiving a Sun Slip which highlights in writing what they did to earn it. The Sun Slip approach has been extremely successful because our students have been told for years what they have done wrong, whereas this highlights what they have done right.

School-wide Mentoring: All enrolled students will be assigned a mentor that will connect with them, at a minimum of once a week. If a student is absent, the mentor will reach out to them by phone or e-mail as well as to their parents and/or guardian. This adds another set of eyes watching them. All staff treat students with respect and as a person first, but it is important that there is one person a student can go to. There are multitudes of research done that if the student has at least one trusted adult and feels they believe in them they have a greater likelihood of succeeding in school.[104]

Restorative Practices: At NDCS Network, we use restorative practices as a teachable moment for students to take accountability for their actions, and to increase self-awareness.

[103] https://pmc.ncbi.nlm.nih.gov/articles/PMC3928290/

[104] Gehreke, L., Schilling, H., & Kauffeld, S. (2024). Effectiveness of peer mentoring in the study entry phase: A systematic review. *Review of Education*, 12, e3462. https://doi.org/10.1002/rev3.3462

These practices include peer mediation[105] and conflict resolution[106], where students are not only trained as mediators but learn the skills on how to mediate and solve conflicts. Restorative circles[107] allow the student to again be accountable for their behavior, share why the action or behavior occurred, and how they want to go forward. This can occur in large or small groups. De-escalation strategies are frequently used as our students often become angry quickly and have a low tolerance for frustration. All ND III staff will be trained through the Crisis Prevention Institute using the "train the trainer model". All staff at ND III will learn techniques that will bring students down to effectively work with that student in a calm manner.

Advisory classes: All students during their time in ND III will be scheduled to take an advisory class each semester, and it is an integral part of our program. These classes focus on developing character development, interpersonal, and communication skills. Each student is also taught how to handle conflicts and frustration, and post- secondary skills. The advisory classes are Career Choices, Leadership, Aggression Replacement Training (ART), Road Trip Nation, New Student Orientation, Mediation and Social Relationships, College & Career Readiness, and Foundations in Social-Emotional Learning.

Counseling support: Counseling support comes in many forms at NDCS. This includes mandated counseling sessions and "At Risk" counseling sessions, formal and informal check-in sessions and in groups sessions, where all students have access to counseling services. In addition to the counseling sessions the ART (Aggression Replacement Training) advisory class specifically focuses on how to manage anger appropriately. Our counselors also run informational seminars on suicide awareness, bullying, and mental health throughout the school year, while conducting threat/suicide assessments as needed for students.

Trauma informed teaching practices[108]: Because our students face trauma, all staff will be trained using trauma-informed strategies and will implement them as necessary with students. Staff will be trained through TISE (Trauma informed Skills for Teachers) from the Center for Safe and Resilient Schools on interventions but importantly understanding how students' brain functions when in crisis.

Peer Mediation: Students best respond to each other when dealing with minor conflicts, especially since they are the ones who have been in those situations themselves. Students will be trained in the mediation process and facilitate mediation with their peers. This has a positive benefit to the students trained because now they themselves have learned the skills of how to mediate and the students being mediated will also learn this as well. NDCH has successfully implemented a peer mediation program and saw a decrease in repeated conflicts; ND III will implement a peer mediation program in year 2.

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[105] Abbas Turnuklu, Tarkan Kacmaz, Dilara Sunbul, Hatice Ergul, Does peer-mediation really work? effects of conflict resolution and peer-mediation training on high school students' conflicts, Procedia - Social and Behavioral Sciences, Volume 1, Issue 1, 2009, Pages 630-638.

[106] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ https://www.law.umaryland.edu/media/sol/pdfs/programs/adr/md_school_conflict_brochure.pdf

[107] https://learningpolicyinstitute.org/product/restorative-practices-factsheet

[108] MacLochlainn J, Kirby K, McFadden P, Mallett J. An Evaluation of Whole-School Trauma-Informed Training Intervention Among Post-Primary School Personnel: A Mixed Methods Study. J Child Adolesc Trauma. 2022 Jan 5;15(3):925-941. doi: 10.1007/s40653-021-00432-3. PMID: 35958718; PMCID: PMC9360367.

II.G.3. Responsibility for School Culture and Discipline: To have a positive school culture, it is necessary that all stakeholders take responsibility for sustaining a positive school environment. For NDIII to be successful, it is necessary that the vision of creating and sustaining a positive school culture and climate is shared. These stakeholders include school leadership, teaching and support staff as well as our Board of Directors, families and the community at-large. At the school level, the Principal and Dean have primary responsibility when it comes to discipline. However, all staff members including teachers, counselors and other support staff are responsible for teaching appropriate behavior, re-directing behavior, de-escalating the behavior, and finally reporting the behavior to Administration. All staff review the Code of Conduct and Discipline Policy in a variety of ways, like during PLC meetings, PD, and mentor meetings—and ND III will use the same approach.

II.G.4. Developing and Sustaining School Culture. We have learned from NDCHS and ND II that consistent feedback is vital to building a school culture that allows students to be successful. ND III will replicate these feedback strategies to develop a positive school culture.

Surveys - We have found that one of the simplest ways to receive feedback is through online polling. We work with Possip, an education survey software organization, that sends out monthly surveys consisting of 3 questions to parents, staff, and students. The Leadership team works on creating the questions and utilizes its responses to help change policies & procedures as we continue to create a more positive school culture.

Outreach Specialist & Attendance Committee – The attendance & outreach committee is made up of administrators, teachers, counselors, and support staff. The committee reviews the attendance of all students to target those with low attendance. Those with low attendance or who have not been in school are reached out to via phone, Jupiter Ed messages, letters, and home visits. These are done regularly to support students in returning to their education.

JupiterEd (School Management System) – is used to keep track of all student data, gradebooks, attendance and referrals, as all behavior is tracked. Reports from Jupiter Ed are utilized in different committees, department meetings, and for PBIS and disciplinary purposes.

Professional Learning Communities (PLCs) – Staff meet with their PLC cohorts weekly to review student attendance and grades. One of the responsibilities of the PLC cohort is to reach out to the parents of their mentees as well as to their mentees themselves and to refer students who are having difficulty with being in school to the Outreach Workers.

School Culture and Discipline – The success of ND III relies on a positive school culture with all stakeholders: Administration, staff, families, community and board members having a strong understanding of the mission of ND III and commitment to the student population we serve. ND III will develop a positive school culture through understanding the alignment of our Key Design Elements, and transparency and awareness of our mission and strategies. An extra emphasis will be on our progressive discipline policy. Students who have enrolled in NDCHS and ND II have a history of maladaptive behaviors and suspensions, and it is expected similar for the students who enroll in ND III. Progressive discipline allows ND III to use interventions to support behaviors so that students will learn pro-social skills, as ND III views discipline as part of their learning process. However, we know from past experiences this will take time for staff to understand and implement and for students to realize that they will likely not get suspended or disciplined for a first or second offense. It's also embedded in our approach that once a consequence is given and served, it is over, and the student gets a fresh start.

II.G.5. Safe and Orderly Environment. Students enrolling in ND III will have had varied past experiences, which often includes being out of school or considered a long-term absence. Both will require support and time to readjust to being back in school as well as learning to trust the school community and staff. Students need to feel safe emotionally and physically to be successful in the school environment. NDCS's program addresses all these components, particularly the Key Design Element 2, which ensures that all students have the approaches and support needed. This includes a learning environment where lessons are differentiated and focus on premeditating deficit skills in order to complete grade-level work and assessments. Counseling services, schoolwide mentoring, full inclusion model where all students have access to all supports whether they have an IEP or not and students know and feel this, this has been instrumental in the success of NDCHS and ND II, ND III will also implement a full inclusion model. All staff and security are trained in de-escalation strategies. When students enter the building, they will first go through a security screening, which may seem awkward at first. However, it almost always translates to students that this is done so that the school community is safe from weapons.

II.G.6. Assessing Social-Emotional Development. Two times a year Intellispark is administered assessing the SEL advancements in students. We also track the number of suspensions over the year with the goal of lowering the number each year. We also track the number of negative referrals students get at the beginning of the year and at the end of year individually by student. All these measures have shown improvement at the two existing schools and will be implemented by NDIII.

II.G.7. Behavior Management and Discipline. NDCHS and ND II utilize a harm reduction model when handling discipline and behavior management as it is individualized for each student due to their individual needs. Behavior management begins in the classroom with all classes using school wide supports that all students benefit from. This ranges from 3 R's recognition, being given breaks when needed, extra time, differentiated work assignments etc. When students need additional support, the Dean of Schools or counselors will create a plan specific to that student. This can include daily check-ins and check-outs, use of a point sheet for the student to self-monitor target behavior, additional mentor support, counseling support, break schedule, and other supports as needed. ND III's goal is to give the same access to support for all students. When a student has an IEP, their goals and reasons for the IEP are integrated into how we discipline and create behavior plans. Behavior plans will be developed based on information after completing a functional behavioral analysis (FBA). The CSE is also included for more escalated pattern of behaviors to identify additional supports that can be offered as well as problem solving to intervene with that student. ND III views CSE as part of the student's team and not a once-a-year meeting. If a student requires support beyond what ND III can provide and is in a pattern of suspension that requires a Manifestation Determination Review (MDR), ND III will follow that process. ND III will follow Due Process and grievance procedures for short- and long-term suspensions as outlined in our school discipline policy including alternative instruction.

II.G.8. Evaluating School Culture. This will be done through surveys completed by students, staff, and families, including questions on culture: safety, support, cleanliness, etc.

II.H. School Schedule and Calendar

II.H.1. Explanation of School Calendar. The calendar will reflect the NYC DOE's calendar because we feel that we would like to offer full weeklong mid-winter and spring breaks, which the Newburgh Enlarged School District does not have off. This will be used as an incentive in a particularly tough job market to attract teachers and since we are a year-round school, teachers need extended breaks. The school terms will be based on semester work with Fall, Spring, and Summer semesters. Fall and Spring semesters are traditional while Summer semester will be for those students who need to complete work to graduate, or for students who failed classes in the prior semesters and are catching up. Fall and Spring semesters are organized under Quarters, with Q1 & 2 being Fall semester and Q3 and 4 being under the Spring Semester. The school year consists of 183 days with 36 days in the summer for a total of 219 days.

A unique aspect of our program is the Internship, and eventually in Year 2, CTE programs. They occur every other week throughout the year with students working in the community on internship sites or participating in the CTE program on the school campus. Further, for the ELL/MLL students, instead of participating immediately in the Internship Program, they will attend an intensive ELL program focused on language learning, as well as reading and writing. Students will integrate their internship/CTE experience with their content classes through the development of a research paper. Only students with 5 or more credits are eligible to participate, and all students must pass Internship/CTE in order to graduate.

We have two weeks of PD for teachers during the month of August. We will have PD at least two days a week from 4 to 5 since our workday for staff is 9 to 5, Monday through Friday.

II.H.2. Instructional Day. ND III class schedules will be organized in the same manner as all NDCS schools, starting at 9 a.m. and going until 3:45 p.m., organized into 7 50-minutes classes a day plus a 40-minute lunch. NDCHS and ND II have both discovered based on experience that a 50-minute lunch is simply too long.

School schedules look the same for all students whether they are on-grade (occasionally), at risk (most of our students), or above grade (rare). In the case of NDCS, "above grade" has nothing to do with intelligence but whether they have the credits necessary for graduation. Many of our at-risk students are extremely intelligent, but they still need the base 22 (44 in NYC) credits in specific content areas to graduate. To mitigate each of these situations, each schedule is hand designed to meet the individual needs of each student. We do not have a scheduling platform that places students in the "correct" classes because students come in with large holes in their education and they need individualized scheduling. For example, a student comes in with 14 credits (almost a senior) but still needs the Algebra classes and Algebra Regents exam (freshman level). They get these classes while at the same time can be scheduled for an advanced ELA class. It all depends on the student and what they need and not on some predetermined schedule.

II.H.3. Student Weekly Schedule. During the first year, all students report to all classes every day. There are no block or partial schedules. Each class is 50 minutes for 7 periods. After the first year we will implement our internship and CTE programs (we must apply for this separately once chartered). Every other week students will focus on career development through internships in the community and participating in CTE programs. These internships and CTE programs are integrated into the students' academic classes through the development of college-level research papers.

All students must complete all 22 credits as outlined by NYSED.[109] ND III students are expected to complete these requirements to graduate. The Advisory Classes are used as electives because at NDCHS and ND II, students are usually only with the school for just under two years once they enroll. The important emphasis is on getting them the credits they need and getting them to pass the Regents exams. All students are expected to pass all five Regents exams. We do know that there may be alternatives to Regents such as using Project Based Learning in the coming years, and we will explore these options. However, knowing our students and their limited time with us, the majority will continue to take the Regents exams.

Due to the fact our students are traditionally lacking in the social/emotional areas, all students are mandated to participate in an Advisory class every semester. These advisory classes can be social/emotional: Foundations in Social/Emotion Learning, ART (Aggression Replacement Training), Resilience: Overcoming Obstacles, Art through Horticulture, etc.; or they can be career related: Preparing for College, Career Readiness, etc. Students are also encouraged to meet with their mentors for just a check-in every week; longer if there is an issue that needs to be resolved.

II.H.4. Teacher Weekly Schedule. Just like students, teachers teach the same classes every day for a semester. Again, each class is 50-minutes long and teachers will teach five classes a day. They will receive two prep periods each day. Every quarter each teacher must do lunchroom duty for one week. On Monday from 4 to 5 all staff work with their co-teachers and push-ins preparing for classes that week. Tuesday from 4 to 5 all staff will reach out to their mentees (students who have been assigned, or chosen them, to be their mentors). On Wednesday from 4 to 5 is school-based PD. Thursday 4 to 5 is either more school-based PD or Committee Meetings. On Friday 4 to 5, staff meet to discuss students who are struggling.

There will be two weeks of training and onboarding before school starts to ensure that everyone understands the policies and procedures of New Dawn. This will include everything from benefits to pedagogy. The exact specifics of the training will be developed once we hire our teachers. Training a novice teacher is very different from training an experienced teacher and who we hire will determine our training.

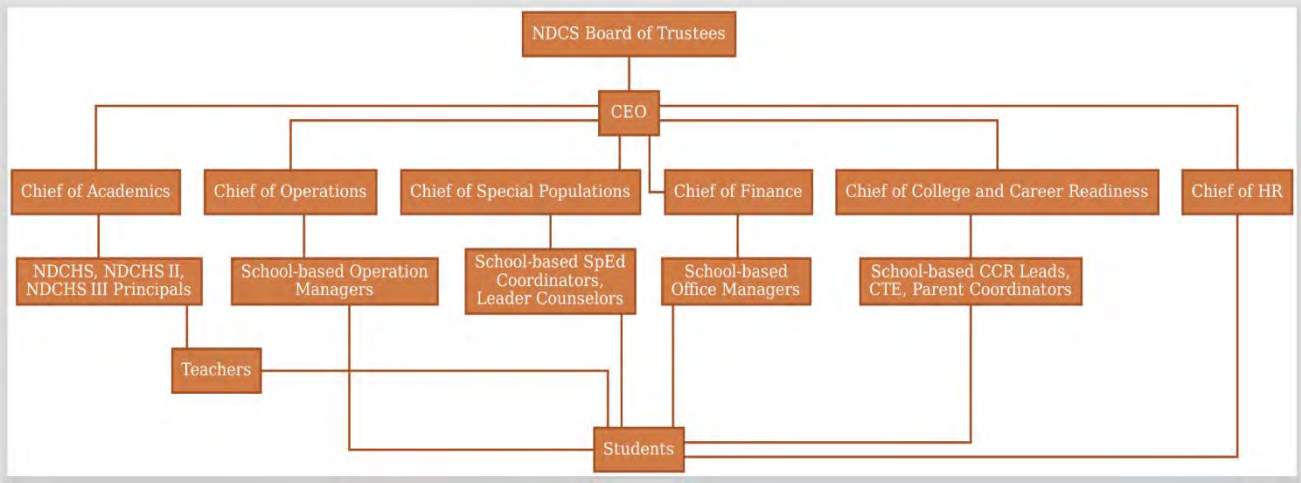
II.H.5. Rational for Schedule. NDCHS has been using this schedule for 13 years, while ND Queens has been using it for 6 years and it works well for this group of students.

III. ORGANIZATIONAL AND FISCAL PLAN

III.A. Organizational Structure

III.A.1. Organizational Chart

[109] https://www.nysed.gov/standards-instruction/graduation-requirements



III.A.2. Rational for Structure of School. Based on the success of NDCS's model of governance, we will apply this same model to ND III. NDCS Network will submit a material change for the entire organization in December 2025. We are reorganizing so that with this material change we will be setting up the school in such a way that we can add schools at any time. At NDCS Network the Board of Trustees is charged with governance and does get involved in the day-to-day unless there are specific tasks that need a certain level of expertise. Their job is focused on setting goals and oversight in the areas outlined in the NYSED Performance Framework for student academic performance, organizational soundness, and faithfulness to charter law. They are charged with ensuring there are effective, approved policies and procedures available, systems which allow school staff to track effectiveness, and all aspects of the charter are implemented at the school.

The Board oversees the CEO (current ED) who is responsible for implementing these policies, systems, and charter components at the school. The CEO is responsible for reporting to the Board monthly on outcomes aligned with the Performance Benchmarks. Working together, the Board and CEO develop monthly reporting mechanisms, including financial reports, by which the Board evaluates the Executive Director. The CEO in turn supervises the COO (current Dir. Of Operations), CFO (current Director of Finance & HR), COA (current Director of Instruction & Curriculum), COSP (current Director of Student Supports: SPED & ELL), Chief of CCR (current Director of Student Supports: CCR), and Chief of HR (new position).

The major change in this new organization chart from our original one is that due to the success of our current SPED, ELL, CTE, and Internship staff reporting to individuals who are NOT the principals, but reporting to individuals who report to the CEO, we will be moving several positions to the Network. This ensures that the mission and vision of NDCS will be followed and that the principals can focus on those issues which impact our students the most: academics and social-emotional issues. We have also learned from experience that since Network staff are not in all the buildings every day, things can go awry. By having school-based staff report to Network staff, we know what is always going on in the event we have individuals who may not support our mission fully. The positions that will report to NDCS Network staff will include the school-based principals (report: COA), school-based Facilities/Operation Managers (report: COO), school-based SPED Coordinators and Lead Counselors (COSP), school-based Office Managers (CFO), and school-based CCR Leads, CTE staff, and Parent Coordinators (COCCR).

The Operation Managers will be tasked with ensuring technology, facilities, compliance inspections, snow removal, setting up classroom, overseeing third party cleaning crew, all tasks involved with keeping the building running are conducted in a timely manner. These are not things that Principals should be responsible for since it involves dealing with landlords, loan officers, vendors, and just daily facilities issues. They will report directly to the COO.

The SPED Coordinators and Lead Counselors will be responsible for the many SWD and ELL/MLL students we are expecting and will report to the Chief of Special Populations. These two groups, particularly SPED, have significant compliance issues and when most of your students are in one or the other category, the school needs someone who understands education law particularly as it applies to these two groups of students. Further, at NDCHS and ND II, the majority of our SWD have mandated counseling, and this must be overseen by someone who understands the system. Principals need to focus on making sure these students are receiving educational services, while the COSP will deal with the legalities and compliance.

The Office Managers of each school will report to the CFO. These individuals will be responsible for purchasing, inventory, business contracts for the school, expense accounts, and all items that involve the budget at the school level. Again, this is not a traditional principal job, and we want our principals to focus on the students, not whether a staff member submits their expense account in a timely fashion. Inventory is a huge endeavor, and it is an identified area that we need to focus on as we grow.

Currently, all our CTE and Internship staff report to the Chief of CCR and it has worked extremely well. As she will be coming out of the school, we will hire CCR Leads, and they will be responsible for the day-to-day oversight of the CCR programs, including CTE at each school and will continue to report to the COCCR. This has been the successful model we have used to date at NDCHS and ND II. Principals are involved in this, but by having someone else responsible for the staff it leaves the principals with time to deal with academics and behaviors.

This is part of our plan as we grow from a start-up school(s) to a network. Again, we know from experience that sometimes not all principals are supportive of the model, particularly our discipline policy (this is an issue for all new staff), and they need the support to learn how to implement this plan. We learned from NDCHS that our focus needs to be on appropriate staffing to deal with the behavioral issues our students will present.

The relationship with our authorizer will remain the same as it is at NDCHS and ND II. The Charter School Office reaches out to the Chair of the Board, the Executive Director (future CEO), and when appropriate, the principal when potential and real problems are encountered during the year. In the event of parental complaints, missing reports, violations of charter law, and other potential problems, the authorizer contacts the Board Chair and Executive Director. The Board Chair is responsible for reporting to the full Board, and the CEO is responsible for any course correction. The Board Chair and the CEO also report to the authorizer when they foresee potential problems such as legal action, student death, potential parent complaint, etc. Overall, the relationship with the authorizer is a partnership, with the understanding that the authorizer has full responsibility for determining success of the school and renewal.

III.B. Board of Trustees and Governance

III.B.1. Trustee Roles and Responsibilities. The roles and responsibilities for the Board remain the same as they were with NDCHS and ND II. 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 NECSD, engaged in the well-being of all citizens. Meeting once a month, they will be responsible for oversight of the NDCS Network, including budget, academics, ensuring that all staff are hired to effectively support the school, students, and charter, legal and compliance issues, and approving all policies and procedures as required by law, regulation, or necessity to effectively run a school. They will not be responsible for implementing day-to-day policies and activities, this will be the responsibility of the CEO who will report to the Board monthly on these activities. The Board has the sole responsibility of hiring and firing the CEO.

III.B.2. Governance Practices. ***Board Size***: currently the number of proposed Board members stands at five, one of whom lives in the Newburgh area. We will be opening up Board membership to include other Newburgh residents once chartered.

Qualifications for Membership: the qualifications for service on the NDCS Board of Trustees 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; 5) Integrity; and 6) approved fingerprints.

Recruitment & Selection: during Board recruitment we looked for individuals who believe in the mission of the school. Because transfer schools are so different from traditional high schools, and charter transfer schools are different from traditional charter schools, it is important to find individuals who could immediately begin overseeing the school without the learning curve necessary if one had never worked in a transfer school. NDCS Board members have strong financial, legal, and facilities backgrounds. We will look for the same qualifications in Newburgh once we are chartered.

Election & Board Terms: Upon chartering, the current Board will recruit and elect at least two members from the Newburgh community. Once selected, NYSED CSO approval will be sought through the "Add a New Board Member" on the NYSED Business Portal. We are very familiar with the process and the portal so this will not be a problem. We fully understand the requirements for serving on a charter school board (expertise, fingerprinting, conflict of interest, etc.) so again it should be no problem. Board terms are set in the existing and NYSED approved Bylaws at NDCS, which have been vetted by attorneys and submitted to NYSED, state that all Board Terms are for one year and members can be reelected.

Ex Officio and Structure of Board: There are no ex officio or representative members of the Board. Our Board members are elected based on their experience in very specific areas. The structure of the Board consists of a Board Chair, Vice-Chair, Secretary, Treasurer, and Members. Committees include: Executive, Audit, and Financial. At any time, the Board can expand Committees and once chartered, the Board will vote on the development of a new committee which will be tasked with oversight of the start-up of ND III.

Conduct of Board & Committees: At NDCS, the full Board of Trustees currently meet on the fourth Tuesday of every month. Meetings are open to anyone, are public, and always have a quorum. Minutes are available on the NDCHS and ND II websites. Executive Sessions are only called when there are issues around a particular student or staff, facilities are being discussed (only when confidential), and evaluation of the ED. Committees meet quarterly or as needed. If

chartered, the subcommittee in charge of Replication Schools will meet as many times as necessary, reporting back to the full Board who will have the responsibility for voting on all policies and procedures.

Governing Multiple Schools: As outlined above, we will have one Board, but there will be a Replication Committee answering to the full Board. This Committee will be responsible for the additional oversight needed when starting a new school. A rubric will be developed by which the Replication Committee will report information monthly. There will be one network staff for all schools to maintain consistency in reporting.

Parental & Staff Involvement in Governance: Everyone is welcome at NDCS Board meetings. Parents at transfer schools are not as involved as parents at traditional schools. Many of our students are over the age of 18, so parents tend to not be on-site. This may be different in Newburgh since the school will be located in the community which it serves (NDCHS and ND II serve all of NYC). There will be a Newburgh ND III Task Force which will report to the Board. Membership on the Task Force will be parents and community members. Staff are much more involved in governance due to our Facilitative Leadership Program.

Open Meetings Law: The NDCS Board takes the Open Meeting Law very seriously. There have been times when they have requested that teachers attend Board meetings to ensure if staff have any concerns, they are voiced. All meetings are publicized, and the schedule of meetings is on the website. Robocalls are made home to alert parents to the meetings. Again, everyone is welcomed at NDCS Board Meetings.

Board Training & Development: We have been very successful at leveraging free Board trainings through a variety of organizations such as the Charter Center, DYCD Board Training, as well as others. All Board members have received copies of the Fiscal Oversight Guidebook,[110] the Open Meetings Law,[111] Freedom of Information Law,[112] Charter School Performance Framework,[113] Guide to Board Governance,[114] and Education Law.[115] Further, all Board members have access to the wealth of information on the Charter Schools website.[116] We regularly send Board members to outside trainings and will continue to do so.

III.B.3. Expertise and Background. All Board members are part of the planning team for this charter application, and their full information including resumes and education can be found in the Letter of Intent. *Ronald Tabano, MA, is* the Founding Principal and now CEO/Principal of John V. Lindsay Wildcat Academy Charter School. He has extensive experience in the development of transfer schools and internship programs, start-up charter schools, finances, HR, and facilities. Mr. Tabano was a founding Board member of NDCHS and serves as the Board chair today and is a resident of Queens. *Jeffrey Casio*, Vice-Chair, is Vice President of Market Sales for Metropolitan Commercial Bank and life-long resident of Jamaica, Queens. Mr. Casio came to the US as a 13-year-old, speaking no English. He is a 10-year Army veteran and while his specialty is finance, he has been instrumental is working with students around

[110] http://www.p12 nysed.gov/psc/documents/NYSEDFiscalOversightGuidebook_FINAL.pdf
[111] https://www.dos.ny.gov/coog/openmeetlaw html
[112] https://www.dos.ny.gov/coog/foil2 html
[113] http://www.p12 nysed.gov/psc/regentsoversightplan/section3/CSPerfFramewkNov15.pdf
[114] http://www.newyorkcharters.org/wp-content/uploads/Guide-to-Board-Governance.pdf
[115] http://www.p12 nysed.gov/psc/aboutcharterschools/Financing/csregs.html
[116] http://www.nyccharterschools.org/resources/charter-school-board-training

language and immigrant experiences. *Brian Baer*, BS, Secretary, is President and ED of the Elevated Studio, a not-for-profit architectural firm that specializes in design and ADA access compliance in a large variety of architectural settings. He will be very involved in identifying the new building, plus he lives in the Newburgh area. *Katharine Urbati, MBA,* Treasurer, has extensive experience in not-for-profit accounting and financial reporting. She has also worked as an auditor. She is key to our strong financial oversight. *Daniel Lewis, A.O.S. Culinary Arts,* is our CTE specialist. He has been a chef for years and has served on the Dare Country School Career & Technical Education Advisory Board since 2018. He reviews all our CTE applications to ensure that we are aligned with all requirements. We will be adding two more Board members from the Newburgh community between chartering and opening. We will add them through the Add a New Board Member to the NYSED Business Portal.

III.B.4. Authority of the Board. The authority of the Board has not changed in the 13 years we have been active. The Board of Trustees will have overall responsibility for governance. The Board will be responsible for conducting and directing the affairs of NDCS Network, 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 always 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 charters of the Schools; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery/enrollment procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the CEO (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 CEO (current ED) is responsible for implementing all policies and procedures as prescribed by the Board and for monthly reporting to the Board.

III.B.5. Accountability for School Management. The BoT at NDCHS currently employs the Open School Project for School Leaders and the CS Performance Framework to evaluate the CEO (current ED) and the McKinsey & Co Board Self-Assessment Tool to self asses. Annually, the Board and the CEO set goals which align to the Framework. The Principal is evaluated on the Val-Ed measure as well as student growth over the course of the year. Other executive staff have specific evaluations that apply directly to their job and they too are evaluated on student growth. For the Principal and executive staff, job evaluation is 60% of their evaluation while the average student growth for the school is 40% of their evaluation. This mirrors the original NYSED HEDI (highly effective, effective, developing, and ineffective) evaluation framework. These same procedures will continue at ND III.

The outside vendors being hired, security and janitorial services to be determined and hopefully based in the community, and accounting provided by NY Accounting Solutions, will be evaluated yearly as well. There are currently templates for evaluating all three companies and these will be used at ND III as well.

III.B.6. Supporting the Community and Students. As can be seen in our existing policies and practices, which have been vetted by attorneys, voted on by the Board, and approved by NYSED, opportunity and access are our top priorities. We serve a group of students who are not

successful in traditional schools due to a variety of reasons, many being behavioral. Our Discipline Policy itself is one of opportunity and access and is based on PBIS and harm reduction principles. Discipline is based on how long you have been at the school. We expect students to lash out and attempt to get us to reject them in the beginning. We know this, so our Discipline Policy reflects this. Good behavior is not a given; it must be taught like everything else. Therefore, if you are new to the school, you have many opportunities to fail and not be rejected. It's the hardest part of what we do.

Other ways in which our practices are inclusive include our high rates of SWP and ELL/MLL in our existing schools. This is the group we are asking to serve, so much of our programming is based around the student with behavioral, cognitive, and/or language issues. Our Regents pass rates show that we work with all types of students who were unable to pass Regents at their prior schools. In terms of the Board, we have degrees from high school diploma to Master's level degrees. We have recently lost Board members but we will add more from the Newburgh Community. In terms of staff, we have one of the most diverse staff.

All of this together results in our staff actively investigating ways to open more doors and opportunities to our students and families who may not have access to things in the community. We have become very adept at supporting our immigrant students over the last year as well. We have a referral guide for Brooklyn and Queens for individuals who cannot attain access to services (physical, psychological, rehabilitation, vision, dental, immigration support, legal, etc.) and will develop the same guidebook for Newburgh.

III.B.7. Training and Support for Proposed Board Members. Having worked with the NCSI (National Charter Schools Institute) for years through A-Game, we will have them provide training for the new proposed Board members. NCSI has a nationwide following and is more than capable of training new Board members. They have numerous trainings on different topics pertaining to being an effective Board member. We will determine what trainings to offer once we have identified the potential new members and they have been approved by the CSO. It really depends on if we recruit someone who has served on not-for-profit Boards or education Boards in the past or if we recruit a novice. The trainings would be completely different. The list of trainings offered through NCSI can be found here
https://nationalcharterschools.org/resources/?_topic=governance-leadership

III.B.8. Capacity and Need. Once we are chartered, we will form an Advisory Committee. This committee will recommend about what needs the Newburgh Community has identified for their schools.

III.B.9. Support for Effective Board Governance. Our Board has extensive experience being an effective Board and we are not looking into this right now. Our Board members do attend trainings when new items come up. For example, when the Financial Transparency Report was first released, we had Board members attend informational and training sessions around completing and submitting the report. We have had Board members attend trainings on how to look at data, technology privacy issues, as well as many others.

III.C. Management and Staffing

III.C.1.Staffing Table

Proposed Staffing Chart

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Principal	$120,000	1	1	1	1	1
Dean of Students	$85,000	1	1	1	1	1
SPED Coordinator	$85,000	1	1	1	1	1
CCR Lead	$85,000	1	1	1	1	1
Office Manager	$55,000	1	1	1	1	1
Operations/Facility Manager	$60,000	1	1	1	1	1
Parent Coordinator	$55,000	1	1	1	1	1
General Aide	$45,000	1	1	2	2	2
ELA Teachers	$73,000	1	2	2	2	2
Social Studies Teachers	$73,000	2	3	3	3	3
Math Teachers	$73,000	1	2	2	2	2
Science Teachers	$73,000	1	2	2	2	2
SPED Teachers	$73,000	2	2	3	4	4
Aspiring Teacher (internship)	$45,000	1	1	1	1	1
CTE Assistant Teachers	$50,000		2	2	2	2
ELL Teacher	$73,000	1	1	2	2	2
PE Teacher	$73,000	1	1	1	1	1
LOTE Teacher	$73,000	.5	1	1	1	1
Art Teacher	$73,000	.5	1	1	1	1
CTE Teachers	$73,000	.5	2	3	3	3
Counselor (1 Lead)	$75,000	2	2	3	4	4
Behavior Specialist	$75,000		1	1	1	1
Guidance Counselor	$75,000	1	1	1	1	1
Internship Coordinators	$70,000	0	2	2	2	2
Outreach Worker	$60,000	.5	1	1	1	1
NDCS Contract						
Instruction & Curriculum						
Finance						
Operations						
Compliance						
SPED & CCR Oversight						
HR & payroll Functions						
3rd Party Vendors						
Nurse		.5	.5	.5	.5	.5
Janitorial Services		2	3	3	3	3

Security		3	4	4	4	4

III.C.2. Rational for Staffing Plan[117]. The staffing plan fully aligns with our Key Design Elements discussed earlier: (1) Curriculum and Instruction, (2) Social/Emotional Learning and Support, (3) Internship Program, (4) College and Career Readiness, (5) School Improvement Engine and (6) Intensive Staff Professional Development. The Staffing Plan has been revised from our usual plan as we grow as a Network with the plan to add more schools in the future. As stated elsewhere, one of the biggest issues with growth is ensuring that the true vision and mission of NDCS is implemented at new schools. Therefore, there are key school staff who will report their non-pedagogical activities to the NDCS Network staff. We have experimented with this with our Internship and CTE Programs and have found it to be very successful.

Administrators. ND III has the added advantage of being able to learn from NDCS Network's experience with staffing. All back-office functions, and some student functions, will be either completed by NDCS staff or will be supervised by NDCS staff. The Principal will work closely with the NDCS Network staff to ensure that the Network is meeting the needs of the school while school-based staff will be able to ensure that the model is being implemented as written. Network responsibilities include all HR responsibilities (other than interviewing, that is the school's responsibility), financial, inventory, facilities, compliance, curriculum development (lesson planning and instruction are the responsibility of the school), and accountability reporting. The principal has already been identified, and she will, with support from NDCS, hire the Dean of Students. The main role of the Dean of Students is focusing on student behavior and the day-to-day management of the school alongside the principal.

School Staff Reporting to NDCS Network Staff: For a new school having the expertise to navigate the legal, fiscal, facilities, and compliance requirements is simply too much, and the budget does not allow us to hire professionals in each of these areas for one school. Thus, the use of Network Staff is now clearly differentiated from school staff. NDCHS and ND II will be submitting material changes addressing this organizational change in December 2025. It must be stressed that this model does not take away the importance of the principal in the building but rather supports the principal. We have found it does not work to have a co-principal model at all but by having the expectation that these "other" functions are just as important as educational functions, we are ensuring that we have all aspects of running a school covered.

The **Principal** will report to the CAO. The CAO will support the principals by supplying the overarching curriculum and supporting the principals with implementation of the NDCS Network model. The Principal will be responsible for overseeing all teachers and ensuring that lesson plans are developed appropriately. The Principal will be trained by the CAO on teacher evaluations, but the Principal will be responsible for conducting all evaluations.

As we have grown, we have come to realize that every building needs an **Operations/Facility Manager** to oversee the proper building and technological functioning of a school building. This person will be in one building every day and will report issues to the COO. Each building needs an **Office Manager**, and this person will report to the CFO. This person will

[117] In this section, all the new titles for NDCS Network staff will be used. Anytime CEO is mentioned, which aligns with the org chart, this refers to the current Executive Director. CFO = current Director of Finance & HR, COO = current Director of Operations; COSP = current Director of Student Supports: SPED & ELL; COA = current Director of Instruction & Curriculum; and COCCR = current Director of Student Supports: CCR.

be responsible for all purchasing, procurement, inventory, equipment leases, transportation, and expense accounts. The Office Manager will also assist the Chief of HR with collecting insurance forms and assisting with getting everyone onboarded. The **Parent Coordinator** while key to the success of the school, has so many compliance responsibilities that we are moving this position to report to the COCCR. This individual must enroll students and be accountable to the end of year fiscal audit, must account for students for invoicing purposes, must track students in the community who are not attending school, and must be the face of the school for parents. There can be real tension between the need for coverage, testing, etc. and the need for the Parent Coordinator to do their job, so we are moving this to a Network report. The COCCR is responsible for all community outreach for students who have stopped attending and is also responsible for all discharged students.

The positions that either directly support pedagogy or are part of pedagogy will include **Lead Counselors** and **SPED Coordinators** who will report to the COSP. The legal and compliance requirements in these two areas are immense for our population of students. With over 40% SWP, much of which is behavioral and thus demands mandated counseling, we have to have someone who understands not only the educational and social/emotional elements but the legal requirements as well. This position is key to our population and after struggling with training school level staff on the procedures, we have determined that it is best that all New Dawn schools follow the same procedures and have one person overseeing it. The other group of school-based staff who will report to the COCCCR are the **CCR Leads**. The college readiness programs, Internship Programs, and CTE programs are the same at all schools; thus, one person overseeing the entire program.

Teachers. Major supporters of Key Element #1 are our teachers. We are staffed with teachers for year 4 census at year 2, a procedure which was also followed at NDCHS and ND II. This allows us to fully train teachers, it allows them to push into fellow teachers' classes for co-teaching and provides the opportunity to learn from more experienced teachers as they move forward (Key Design #5). We will also use the highly successful Aspiring Teachers program which is basically a teaching assistant but is developed for individuals in college who are not sure if teaching is the right move for them or have decided teaching is the right move and would like to start teaching earlier. The Principal oversees all the teachers and teaching that occurs in the building. CTE teachers will be hired towards the end of Year 1 to prepare for the upcoming CTE program. CTA Assistant Teachers will be hired in Year 2.

CCR Lead. During year 1 we will hire a CCR Lead. This individual will have no direct student responsibilities in year 1 but will be cultivating internship placements with community businesses for the 150 students who will be going out on internships in year 2. This individual will also be tasked with developing the College Bridges program (Key Design #3). They will also write the CTE application during Year 1 for implementation into year 2. In year 2 we hire two Internship Coordinators who support students and employers on job sites.

Counseling. Our mission is to educate the whole student, and the entire community must have a role in this education, including social/emotional support. Counselors will assist students with a variety of psycho-social issues, working with parents, sitting in classes with students, and making referrals. Further, certified school counselors can provide mandated services as listed on IEPs. In Year 1, two counselors will focus on school and truancy, and in year 4, a second counselor will be added (Key Design #2). In year 2 we will hire a Behavior Specialist

to help support students struggling with behavior.

Outreach Worker. This individual will be hired during year 1 to reach out to the community to help students struggling with attendance issues.

Nursing, Janitorial Services, & Security. These will all be contract, 3rd party vendors. We have used this model at NDCHS and ND III and it has alleviate much oversight work on our part and has been very successful.

III.C.3. Roles and Responsibilities of the School Leader. While the Board provides oversight, the CEO's responsibilities will include management and administration of all school activities including: management of 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 CEO, working closely with the heads of the six organizational components of the school (academics, facilities/operations, special populations, finance, CCR, and human resources), 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.

Responsible for the day-to-day activities of the school is the Principal. The Principal will report to the COA and have sole responsibility for all pedagogy including the lesson planning aligned with the curriculum, educational programming, instruction, supporting 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.

III.C.4. School Leaders. *Sara Asmussen, Ph.D., is* the identified CEO and will be working through the NDCS Network contract. As seen on her resume, she has experience in compliance, education, grant development, fund raising, program development and implementation, and charter school management. She has worked for the last 25 years in various charter schools. She was Director of Research at Beginning with Children Foundation and was a member of the management team at Wildcat before applying and receiving the charter to open NDCHS. She has served as the Founding Executive Director, ushering NDCHS through its two successful five-year renewal and ND II through one five-year renewal.

Janisha Crawley, MA, is identified as the Principal at ND III and is a perfect example of our Facilitative Leadership Model in action. She started at NDCHS in 2019 as a counselor and has since moved to Lead Counselor & McKinney Vento Liaison, and then to the Director of Support Services: SPED & ELL. During her time at New Dawn, she has received both her School and District Leadership Certifications. Working in various aspects of the school, she fully understands the New Dawn model. And as we all know, knowing and implementing are two very different things, so she will report to the COA for support in this area. She will spend the 2025-2026 school year focusing on curriculum, lesson planning, and teacher evaluations.

III.C.5. Roles & Responsibilities of Key Administrators in NDCS Network. The individuals involved in this project have worked together for some time and provides us with a unique opportunity to take the systems we have fine-tuned over the last 13 years at NDCHS, develop it into a Network Model and apply it to a replication school. Our initial attempt was with ND II. We are not positioned to move forward with other schools. This level of consistency among staff for a new school is very unusual and means that there will be high fidelity to the ND model.

Education Program: The Principal will have sole ownership of the educational program at ND III, with the direct support of the COA. She will work closely with other members of the NDCS Network Team to ensure that they are meeting the needs of the school. She will have daily contact and ongoing meetings with the school-based support staff (Office Manager, Parent Coordinator, Facilities/Operations Manager, SPED Coordinator, Lead Counselor, and CRT/CTE Leads). Network level Chiefs will only become involved in these meetings when some vital piece of work is not being conducted at the school level.

School Operations: Most of these services will be covered under the NDCHS contract. The CEO and COO, in discuss with the Board, will be responsible for all facilities, lease negotiations, building permits, building security, compliance reporting, technology and will work closely with the CFO in supporting the Office Manager to ensure that there is an existing inventory system. The COSP and COCCR will work closely with their school-based reports to ensure that they have all the materials needed to open and run a school. This includes developing/setting up all the systems for reporting SWD, ELL, and CTE participants to the city and state.

Finances: The CFO will continue to develop budgets and oversee them. NY Accounting Solutions will continue as our 3rd party accounting vendor for ND III as well. The CFO will support the Office Manager in developing systems which have resulted in clean audits every year. NY Accounting Solutions has a staff on site weekly to conduct the daily activities necessary with the budget such as accounts payable, tracking deposits, preparing FS10's and all accompanying materials for state reports, preparing for the audit, and preparing monthly budget reports.

III.C.6. Management and Staffing for Students Classified as ELL or IEP. Students are identified as requiring special education or ELL/MLL services in one of two ways. Students can self-identify by answering the required questions on the ND III enrollment application where they can identify as having special needs or ELL services or both. Based on the history of NDCHS, students are fairly honest if services are required. During the planning year, the COSP at the Network will work with Newburgh Enlarged School District on determining a system of identifying formerly identified SPED (Child Find) and ELL students. She will then train the school-based SPED Coordinator and Lead Counselor on this procedure. Regardless of whether the student self-identifies or not, all new students will go through the Child Find process. This is done to confirm the type of placement and services needed or if the student is an ELL what level of support they require.

III.C.7. Recruitment and Retention of High-Quality Teachers through Benefits and Compensation. 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. During the start-up phase we will reach out to institutions of higher education which we already have contact with to get

referrals. 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.

The interview process involves a three-pronged approach. The Chief of Human Resources will do all recruiting and will conduct the initial screening interviews. Culture and relationship building is the focus in this stage. In the first year, Network staff will be more involved in hiring than subsequent years. Our goal is to have teachers and staff participate in the hiring, and we have successfully done that at our other campuses. However, ND III will have no teachers or staff, so Network staff will participate in year 1 interviewing. The end responsibility for choosing who is to be offered a job will be up to the principal. Once the screening interview has been conducted, a demo lesson and in-person interview follow. ND III staff will be involved in hiring after the first year and Network staff will step out. Once the decision has been made to hire an individual, references will be contacted to ensure that there are no unforeseen issues around their employment. Once a person is hired, all background and fingerprinting checks will be approved. The COHR will conduct the fingerprint search using NYSED TEACH. This individual will also provide all policies and procedures around employment, benefits, time-off policies, benefits, code of conduct, use of technology, and harassment. All staff must sign off and train in these areas is provided throughout the year. This HR Onboarding is updated regularly to meet the needs of NYC, NYS, and Federal Employment Law and regulations.

It is important in retaining staff that professional growth opportunities are available. All staff at ND III 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 Framework for Teaching will be used to evaluate teachers. Teachers can simultaneously become involved in the governance of the school while working towards becoming a master teacher. A vital 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 (Key Element Design #5).

Since student outcomes reflect effective teachers, teachers who are more effective should be compensated. Differentiated compensation based on performance has been shown to be a factor in recruiting effective teachers[118] and retaining effective teachers.[119] Included in the budget is money for across the board raises of 2%. In addition, there is money to award each person an additional 1, 2, or 3% raised based on student outcomes. (This is shown in the budget by assigning all staff a 3% raise—this is our experience at NDCHS). There is an additional $2,000 in the budget for each staff person to be able to earn an incentive by participating in committees. During the planning phase, a Performance Based Compensation

[118] 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.

[119] 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.

Plan will be developed and will be reviewed with the staff for comment for implementation in September.

ND III will use the same health, dental, and vision insurance as NDCHS and ND II: Medical (2 plans: high and low), dental, vision, long-/short-term disabilities, life insurance, retirement plan, Commuter Account, and ALFAC. The Network COHR will be responsible for assuring all staff have the appropriate benefits and have been onboarded.

III.C.8. Diversity Opportunities for Leadership and Staff. We are extremely diverse and since the group who will be doing the hiring will continue, we do not expect ND III to be any different. We take risks on individuals who maybe other schools would not look at which does result in a very diverse workforce. We advertise in several places that are specifically geared towards those who come from underrepresented communities such as HBCUs, technical programs, online programs, newspapers reaching different communities. We hire teachers who are working towards their teaching certifications or have given up trying to get their NYSED teacher certifications. We have been very successful by having our future COA work with individuals and get their certifications.

The best indicator of future success is past success. Below is the table of who is currently working at NDCHS and ND II. We see no reason to change any of these demographics and quite frankly enjoy the team we currently have. We will make sure this same diversity happens with hiring at ND III.

Current Gender and Race Breakdown of New Dawn							
	F	M	Asian	Black	Hispanic	White	Total
Network	75.0%	25.0%	25.0%	25.0%	12.5%	37.5%	8
NDCHS	67.7%	32.3%	12.9%	35.5%	6.5%	45.2%	31
ND II	64.3%	35.7%	17.9%	60.7%	3.6%	17.9%	28
Total	67.2%	32.8%	16.4%	44.8%	6.0%	32.8%	67

Further analysis shows that 37.3% of our staff are immigrants; 10.4% are disabled under the ADA; and 7.5% have taken short-term disability (only 1 of these individuals is also included in the ADA category). Further, we speak a total of 18 languages and only two are second languages: English and Japanese.

III.C.9. Diversity in Student Loans & Certification. The school has long been designed to provide opportunities for growth for underrepresented staff, since most of the staff fit this definition. Our Facilitative Leadership model is a good example of this and as an example, our identified principal for ND III as a person who is black, female, and grew up in foster care, whose foster care parents were immigrants, she does exemplify to who we provide opportunities. As management we do pick people who we think should move up but are not stepping up. We have conversations with them if they would like to take on extra roles in the school. Sometimes the answer is no, but it is usually yes. Staff absolutely have the right to say no, we just want to make sure everyone can be seen, heard, and acknowledged. For those for whom the answer is yes, the reason for not approaching us first has to do with self-esteem and confidence. Both are areas we work with providing opportunities for people where we know they will be successful.

As stated above, our COA has long worked with teachers who had given up on the

NYSED certification systems to obtain their certifications. And this does usually happen with immigrant and non-white staff. She works with the NYC Charter Center and with the NYSED directly in making this happen. As for the student loans, we complete these for anyone who needs them. We have a program through one of our benefit providers that explains to staff if they are eligible or not for loan repayment. We also complete a number of these loan forgiveness forms for staff who have resigned, even some for those we have terminated. This loan forgiveness is a major necessity, and we would never deny anyone the opportunity to obtain it based on race or gender.

III.C.3. Networked School. Please see Appendix E for the full Management Organization Business Plan. Below are summary responses.

III.C.3.1. Roles and Responsibilities of the Network. NDCHS, ND II, and ND III will operate under the NDCS Network which will be overseen by one Board of Trustees. As such, NDCS will provide ND III with all of the systems and procedures for opening and maintaining a school. Steeped in the experience it has drawn from years of operating NDCHS and ND II, we will oversee the implementation of the vision and mission, as well as policies and procedures at ND III. The experience and product development (all policies and procedures, governance structures, curriculum and instruction design, vendors, and other governance structures regarding school operations) will provide ND III with the necessary resources to open and develop into a successful replication.

It is simply too expensive to have the level of staff available to a new school that is needed for a first year. We have found from experience that a principal who does not agree or understand the New Dawn model will veer from the approved policies and procedures. Further, while running a charter school is an entrepreneurial endeavor, the person who is good at instruction may not be the person to do inventory, hire people, and oversee fiscal operations. Therefore, we have taken those things that require significant amounts of time that have little to do with teachers and have assigned these items to Network staff (overall curriculum, legal and compliance around SPED and ELL, CTE rules and regulations, keeping HR records, facilities, and compliance in all areas). We do not want to usurp the authority of the principal but we want to support this person to be able to focus on education and social/emotional development. On the other hand, we do not want to stand by and have strong financials and compliance but our student performance is poor. We have set up this structure so that we can intervene when things are going poorly at the school level.

Each of the Chiefs will have a school-based staff member at each school who will identify issues and resolve them at the school level. This ensures we have met all the needs of the state, city, school, students, and parents. The Principal will report to the COA on a regular basis. Reporting templates will be designed by each Chief and submitted to the CEO, who in consultation with the Board, will approve them.

III.C.3.2. Relationship with the Board and the Network. The relationships among the Board, the Network, and the schools has already been established and will continue as they have been. The CEO will be directly responsible with other members reporting at Board meetings. The Board is responsible for hiring and firing the CEO only. There will be no employees on the Board of Trustees from Schools or the Network. For a full explanation, please see Appendix E.

III.C.3.3. Oversight and Accountability for the School's Mission and Goals. The board structure will not change. As discussed in Section III.A, the main goals for the board are to provide oversight of the Network which provides oversight of both schools as related to the NYSED Charter School Performance Framework. The CEO, other Network staff, and Principals will report to the Board monthly on all aspects of school operations pursuant to the Framework to ensure financial, organizational, and instructional fidelity to the goals of the charter, as well as to the Key Design Elements discussed in detail throughout this application.

III.D. Staff Supervision and Development

III.D.1. Instructional Leadership Roles and Responsibilities. The success of New Dawn's instructional program lies with the building principal. The Principal at ND III is responsible for supporting all areas of pedagogy. This includes using data to inform how curriculum and instructional strategies are implemented across all content areas, including advisories, classroom observations, both formal and informal, and providing feedback on instruction and student performance. This is accomplished by collaborating with the Chief of Academics (COA), who oversees the development and implementation of the school's curriculum, the Chief of Special Populations (COSP), who ensures that the needs of students with special requirements are met, and the Chief of Career and College Readiness (COCCR), who focuses on preparing students for post-secondary education and careers.

This collaboration is necessary to ensure that all areas of instruction and content are connected and aligned with all populations that are served and progressing. Other responsibilities include hiring, supervising, and evaluating instructional staff; organizing and supporting Professional Learning Communities (PLC); scheduling and running department meetings that focus on analyzing and using data to inform instructional decisions; planning weekly professional development that target schoolwide practices both academic and social/ emotional, communicating weekly with families, scheduling common planning time between content and support services staff, working with the Dean of Schools ensuring that the schools progressive discipline policy is implemented, overseeing student enrollment and retention, safeguarding that supports are in place and implemented for students that are identified as English Language Learners (ELLs) and Students with Disabilities (SWDs). The Principal at ND III will report directly to the COA and report all academic outcomes monthly to the Board of Directors to ensure accountability, transparency, and alignment with NDCS's mission and goals.

III.D.2. Professional Development Plan. At NDCS, we recognize that ongoing and relevant PD is not just essential, but integral to our mission. It equips all staff members with the strategies needed to be successful (KD5). This commitment to professional growth extends to all, from teachers and support staff to established administrators. The facilitative leadership model, a cornerstone of staff growth and longevity at ND, empowers staff to take ownership of the school's instruction and operations. ND III anticipates a diverse staff with varied teaching backgrounds and experience with OA/UC students, ranging from new to seasoned educators. Our PD plan includes a variety of academic, social/emotional, and trauma-informed supports, with a strong emphasis on our progressive discipline strategies, all supporting our KDEs 1 and 2. Planning and participation are inclusive, involving the whole staff, department, and individualized support. Principals and other administrators often take on different responsibilities, so it is necessary to understand how other areas of school functioning operate,

such as School Operations, the School Improvement Engine (KD5); therefore, they will participate in professional development that supports this.
There are times when professional development is individualized to advance teaching practices, self-identified, or required based on feedback from observation rubrics or walkthroughs.

Staff need to be supported with strategies to address academic gaps and social-emotional deficits. New Dawn views staff as "counselors" and literacy teachers so that the whole student is supported, as literacy is the foundation for all classes and SEL needs are met. Within the last few years, NDCS has added extra trainings in understanding how students respond and act in crisis and with the trauma they face. It is expected that students will have gaps in their education along with having IEP's and have increased ELL enrollment. Topics always focus on how to close the learning gap and strategies to address deficits, capitalizing on the students' strengths. Because NDCS implements a full inclusion model, all academic training and planning time focus on this, and all students receive the benefit. In this culture, SWD and ENL are not seen as something separate but as part of our academic model. It is not expected that there are specific topics that address SWD specifically but as embedded as overall best practices. Over the years we have found that it is necessary to focus on addressing this PD through Led- Better where staff will learn and implement strategies to support ELL students in the classroom. By implementing a PD model with equal focus on academics (literacy), social-emotional development, and facilitative leadership, the staff receives the strategies and support needed and addresses the diversity of staff experiences. To ensure that staff have the time for planning, facilitative leadership, and professional development, below is a sample of a weekly schedule and PD schedule that will be designed by the school principal.

Whole Staff Training: ND III will hold weekly whole staff training focusing on schoolwide initiatives and goals aligned with our mission and Key Design Elements. Topics range from academics, social/ emotional development, SIE, trauma-informed practices, and the use of data to plan instruction. It is noted that the use of data is integrated into whole staff, department, and individual training. This is often staff-led as determined by the principal.

Department meetings: All departments meet monthly with the principal to review data, overarching goals, best practices, alignment, and pacing to NYS standards.

Individual Teacher Meetings. Teachers meet weekly with the Principal to discuss their practice, data from formal and informal observations, and walkthroughs.

Off-site professional development: ND III will send staff out for off-site professional development to advance their practices or to fill gaps in areas where further support is needed. This includes The National Counsel for Teachers of English, Social Studies Conference sponsored by NYSED and others.

Pre-Service Training: As a first-year school, there will be a preservice to train staff on New Dawn policies and procedures and New Dawn culture. Because this is a new school, these trainings will be led by the Network team and the school principal. As ND III grows, staff will transition to different roles as supported by facilitative leadership and begin to plan and lead training. These first-year and preservice training will include school culture, progressive discipline, data analysis, support for SWD and ELL, the complete inclusion model, schoolwide and department goals, and general policies and procedures.

III.D.3. Staff Differentiation. For PD to be relevant and successful, it needs to be differentiated based on school and individual needs. It should be noted that even though a staff

member may have extensive experience, they may need what is perceived as basic training, but it is needed because it is ND-specific. PD at New Dawn happens both in-house weekly, using academic coaches for math (NTN) and ELL (LED-Better), and will send staff out for professional development (trauma-informed strategies, restorative practices, PBIS). ND III is anticipated to have inexperienced staff or staff that will need support working with OA/UC students. There will be various PD, academic, social/emotional, and trauma-informed supports, along with an emphasis on our progressive discipline strategies, all supporting our Key Design (1 and 2). All staff will participate in the weekly professional development for one hour from 4-5. Based on the experience of NDCHS and ND II, behavior is a challenge. One monthly session at ND III will be dedicated to reviewing common student behaviors through scenarios, and then the staff share and develop strategies that all faculty can use. There are also times when PD is individualized to advance staff teaching practices or be required based on feedback from observation rubrics. Information for differentiated instruction is also gathered using surveys, along with the principal assessing needs based on student performance, Regents outcomes, discipline records, strategies to support special populations, etc. Staff are also given support based on individual needs; for example, NTN (National Training Network) supports the math department. Based on history, this population struggles with algebra and foundation math skills. Led Better supports staff on ELL practices schoolwide and provides additional support for ELL teachers every other week.

As ND III grows, there will be staff who will transition to leadership roles, which the facilitative leadership model supports. Staff are identified by peers or administration or will naturally take over leadership tasks. PLCs are often an area where staff will transition to leadership, along with committee leads or supporting schoolwide initiatives such as PBIS. Not only does this allow current staff to advance and take ownership of the school's instruction and policies, but it also supports new staff through their peers and leadership.

III.D.4. Implementation and Evaluation. To ensure that PD is effective and focused on building staff capacity to advance their own skills in the classroom and leadership, there is ongoing formal and informal reflection. During the initial years of ND III, PD and support will be provided by the Network Staff and principal, knowing that once staff become acclimated and strong skill sets emerge, this will transition and will begin to take the lead. This fosters ownership, builds staff capacity, and sustains longevity. As this develops, they will start to guide the process of developing curriculum, student behavior plans, leading and organizing committees, and potentially leading departments. This is in alignment with KDE 5- School Operations (School Improvement Engine).

To ensure effectiveness, there is ongoing feedback through anonymous surveys (Staff, Students and families), communication with PLC leads, group presentations/share outs during PD, implementation of strategies observed during walkthroughs, targeted lesson planning based on schoolwide and/or department goals, and open conversations during individual meetings. Being reflective and open about our practices will allow ND III to address issues at the beginning as well as to see the progress that is made.

III.D.5. Professional Climate and Retention. The focus on facilitative leadership allows staff to tap into their strengths and leadership skills, resulting in a purposeful learning environment. By fostering this, staff take greater accountability and responsibility for running the school and work together as a community (KDE 6). This comes in many ways, such as joining

committees, leading PLCs, heading up departments, leading professional development, and other opportunities as they come along. This builds trust between school leadership and staff. Investing in staff leads to staff wanting to be part of the inner workings of the school, but importantly, knowing they are valued and trusted leads to higher retention rates. This is evidenced by staff from NDCHS moving to ND II to continue the mission in the classroom. The proposed principal for ND III started as a school counselor and then lead counselor to the Director of Student Support Services for Special Education and Counseling; we have had PLC leads that moved to lead teacher and Instructional Coach along with other staff taking leads. This is aligned to KDE 5 and 6.

III.D.6. Planning and Collaboration. For PD to be successful, staff need to have the time to collaborate and plan strategies and methods. Each teacher has two prep periods per day and an hour each week after the school day ends to collaborate with support staff, if there is no common planning time during the school day. There is also time allotted for sharing and planning goals and strategies during department and PLC meetings and during whole-group professional development. This is monitored and supported by the building's principal. Classroom teachers will also have one common prep time with their counterparts and the other New Dawn schools to collaborate. Staff also collaborate via online platforms such as Google and CHALK for lesson planning.

III.E. Evaluation

III.E.1. Evaluation Processes at ND III. ND III utilizes comprehensive evaluation methods to ensure all stakeholders are held accountable and contribute to the school's success. Evaluations are based on rubrics sourced from reputable frameworks or developed in-house, aligned with stakeholder roles and common educational standards. Each stakeholder group is addressed below:

Board of Trustees. As defined in the By-Laws, the Board of Trustees governs the school and holds final authority over policies, operations, academic progress, and fiscal integrity. The Board delegates day-to-day leadership, including staffing decisions and instructional oversight, to the Executive Director, who remains accountable to the Board. Board members are evaluated using the McKinney & Co Board Self-Assessment Tool and by the school's Authorizer.

Executive Director (CEO). The Board evaluates the ED using the Open School Project Rubric. The ED is present at all Board meetings and is held accountable for school-wide actions and outcomes. Following the evaluation, performance goals are set for the upcoming year. Regular and consistent communication is maintained between the Board Chair and ED, with weekly check-ins to address programmatic updates, staffing and changes in laws or policies.

Instructional Leadership and Supervisory Roles. ND III maintains transparency and collaborative problem-solving across leadership levels. Evaluation methods include: Peer monitoring via PLC cohorts, Informal and formal observations, and Walk-through observations.

***Principa*l.** The Principal is evaluated using the VAL-Ed (Vanderbilt Assessment of Leadership in Education), which incorporates self-assessments, supervisor and staff feedback, and data-informed reflection. Additional evaluations include the NYSED Data Dashboard and other relevant surveys.

***Teachers and Classroom Support Staff*.** Teachers and support staff are evaluated throughout the year by the Principal through regular reviews of lesson plans and classroom

observations (both announced and unannounced). Evaluation includes: Self-assessments and Danielson Framework evaluations at three key points (start, midyear, end), HEDI scoring system, combining observational data, Student Learning Objectives (SLOs), and Regents performance. Teachers meet regularly with the principal to review and reflect on lesson planning and teaching practices. Performance affects merit-based pay increases and eligibility for incentive programs rewarding contributions beyond classroom duties.

***Non-Academic Staff*.** Non-academic staff are evaluated using role-specific rubrics created by the school and assessed by their direct supervisors. Staff also complete self-assessments multiple times yearly. Final evaluations are based on rubric performance and student growth data to determine HEDI scores and overall effectiveness.

III.E.2. Teacher Accountability and Instructional Quality. ND III follows the NDCHS model of performance-based compensation. Teachers are held accountable for delivering high-quality instruction aligned with the Workshop Model, which emphasizes student engagement, discussion, and collaborative learning over traditional lecture methods. Instruction is regularly assessed through walk-throughs and observations. Immediate feedback is provided, and teachers are expected to act on this feedback with support from administrators. These processes align with Key Design Element #5 (Operations and School Improvement) and help guide targeted professional development (Key Design Element #6).

III.E.3. Operational and Fiscal Evaluation. At the start of each year, the ED (CEO) and CFO create a comprehensive task list for operational compliance and reporting. The CFO ensures deadlines are met and meets regularly with the ED for updates. Monthly status reports are presented to the Board outlining completed, pending, and problematic tasks. Key financial accountability measures include: Annual and Title I reports, External financial audits (due by Nov 1), Optional mid-year audits if concerns arise, All activities are tracked within the School Improvement Engine (SIE) framework, ensuring continual monitoring and mid-course corrections when needed.

III.E.4. Programmatic Audits. ND III prioritizes self-reflection and improvement through regular use of the SIE. The school maintains an open-door policy, welcoming stakeholders and visitors to classrooms at any time. Programmatic audits include: Annual Report to the NYS Board of Regents, per Education Law §2857(2), State-mandated Report Card including financial, academic, and demographic data, Surveys (via Possip) for families, students, and teachers, Audits cover five key domains (pedagogy, operations, support services, finances, compliance).

III.E.5. Monitoring Progress and Interventions. ND III conducts ongoing self-evaluations aligned with the Mission, Charter, and Performance Framework. Evaluation results are publicly shared. Progress is tracked at individual, cohort, and school-wide levels. PD is guided by this ongoing assessment, and instruction is adjusted based on baseline and summative data. When benchmarks are not met, targeted interventions are implemented. Data is reviewed collaboratively with staff to set goals and close performance gaps. For operational and fiscal concerns, the ED reports monthly to the Board, and if there is a problem, corrective steps are taken immediately.

III.E.6. Family and Student Satisfaction. ND III uses Possip and other in-house developed surveys to gauge family and student satisfaction and guide improvements to school culture and communication. If a parent has a concern: speak with the student's teacher, escalate to a school leader, if unresolved, appeal to the Board Chair, and final recourse: contact

the Charter School Office (CSO). The grievance policy and contact procedures are provided annually and posted on the school's website.

III.E.7. Evaluating Family and Community Engagement. The Parent Coordinator and school counselors monitor and promote family and community involvement. They use: Jupiter platform for academic tracking, home visits and intervention for absences, community referrals and resources, flexible scheduling for parent meetings, and the school's open-door policy and commitment to transparency support meaningful, ongoing engagement.

III.E.8. Organizational Partnerships and Service Contracts. The Board of Trustees reviews and approves contracts for vendors (e.g., NY Accounting Solutions, security, janitorial services). Performance is evaluated using contract-specific rubrics completed by staff. Evaluations determine contract renewals. In cases of major issues (e.g., financial irregularities or safety concerns), contracts may be terminated immediately, and interim solutions put in place.

III.F. Facilities

III.F.1. Facilities Table (same as question #3)

Location. The location of the building will be in Newburgh, New York.

Positions	**Space Needed**	**Explanation**
NDCS Staff	Office suite	For when the NDCS staff are in the building.
Private office	Office	Private meetings
Principal	Office	
Sped Coor	Office 1 Shared	Shared with Dean
Dean	Office 1 Shared	Shared with Sped Coordinator
Data/Compliance	Office	
Accounting	Shared space	
Operations/HR	Office	
Extra (year 3)	Office	
Aide/Custodian	Office Shared	The tool room
Custodian	Office Shared	The tool room
Office Manager	Office 2 Shared	Main Office
Parent Coordinator	Office 2 Shared	Main Office
Technology	Technology Room	Server
12 Core Teachers	12 Classrooms	7 classrooms needed year 1
3 CTE Teachers	3 spaces	Cosmetology, Culinary Year 2
SPED Teachers	2 Classrooms	Year 2
ELL Teachers	2 Classrooms	Year 2
7 specialty teach	7 Classrooms	Art, Music, Language, Health, ELL Year 2
3 Aides/Support	Office 4 Shared	Variety of shared spaces
4 SW/Counselors	Offices Shared	
2 Additional Staff	Office 8 Shared	
Nurse	1 DOH room	Must have sink and window
Library	1 area	
Kitchen	1 teaching Kitchen	For the CTE Program. Year 2

Other space(s)		Need to do a needs assessment in Newburgh to determine other CTE areas of importance.
Cafeteria	1 area	Should fit at least 200 students at a time
Gym	1 area	Floor work, stationary equipment
Computer Room	1Room	READ/Math 180
Counseling Room	3 rooms	Private places for counselors and students
Teacher's Lounge	1 room	
Conference Room	1 Area	Should seat at least 16 people
Sped Teachers	Office 9 Shared	

III.F.2. Facilities Needs Over the Charter (same as #4). The area which needs the most space after year 1 is for classrooms and for the CTE programs. We are working with realtors who understand start-up schools and our Board and Administration is very adept at identifying appropriate buildings.

Total Year 1:	Total at Year 4:
2 single offices	4 single offices
5 shared offices	9 Shared offices
7 classrooms	29 classrooms
1 Nurses Room	1 Nurses Room
	1 Library
1 gym area	1 Gym area
1 computer room	2 Computer Room
1 counseling room	3 Counseling Rooms
	1 Conference Room

The school will grow in classroom sizes as we add more students. We also, learning from past mishaps, are going to be assigning all teachers a classroom, as we do in ND II, and not have the common workspaces for teachers with shared classrooms as we do in NDCHS. The other big investment will be the CTE program. Depending on the community needs assessment, we will need space for this. We plan on having a total of at least 3 CTE programs by the end of year 4. We will need a parking lot since we assume many of our students will be driving.

We are not expecting to need any community space currently. Maybe if we have students who want to join sports teams, if so, we will rent space just like at the other schools.

III.F.3. Identified Space. We have not identified a space as of yet.

III.F.4. Plan to Identify Space. We recently signed an exclusive contract with OPEN Impact Real Estate to assist us with finding a building. They have extensive experience working with schools and other not-for-profit groups (https://openregroup.com/select-projects/). They will begin identifying space prior to being chartered so that we have options if we are to be chartered. They understand the many deals that can be struck around construction, growing schools, and leveraging funding. Ronald Tabano (Board) and Sara Asmussen (ED/CEO) have experience with identifying buildings, approving leases, and finding funding for both renovations and purchasing. Brian Baer (Board) lives in the Newburgh area and is an architect with expertise in renovating schools.

We do not believe, based on our experience of moving ND II once and having finally signed our condo conversion lease; our two moves with NDCHS; our securing a bond for purchasing NDCHS and our ability to renovate that we will have any problems opening in September 2026. We already have a back-up plan with the Newburgh Armory that we can rent space from them for the first year. Further, Will Fossell from Hilltop Securities, who was very successful getting a bond for NDCHS, has agreed to work with us again. He is very knowledgeable about structuring funding resources.

III.F.5. Funding Plan. We are funding the rent for the building by using our per pupil funding and CSP funding if available, and if not, a loan from ND II as outlined in the budget. Utilities, security deposit, insurance, repairs and maintenance are all included in the budget. Renovation costs are predicted to be $200,000, which has been more than enough for our past buildings at move in. Working with OPEN Impact we are sure we can structure a lease agreement that has funding for some renovations included in the rent and spread overtime. We had similar agreements with our landlords at NDCHS before we bought the building. We had the landlord complete all renovations as part of our lease at ND II. We know these deals are a legitimate way of getting space for charter schools and will use them to the full extent possible. There is always the possibility that we will buy a space as well. We still have our relationships with our bond writer (Will Fossell) who is willing to work with us on this project as well.

III.G. Insurance

Even though we have not yet identified a building, Austin & Company, with whom NDCHS has worked with since 2012, has provided us with an estimated insurance premium of $69,409 for our first year of operation and we have budgeted for $75,000. Directors and Officers Insurance will be provided by paid by all schools and ND III share is $6,000. Austin & Company is very familiar with NDCS and is fully aware of all our programs. Included in any insurance will be the following: Property (equipment breakdown, business income with extra expense, automobile, crime) = $3,500; Excess Crime (including employee dishonesty and fraud and cyber liability) = $5,000; General Liability = $30,100; Umbrella Liability = $3,500; Excess Educators Legal Liability = $3,459; Excess Fiduciary Liability = $150; Student Accident = $2,300; Catastrophic Student Accident = $400; and Workers' Compensation and Employers' Liability which will be determined based on the number of staff and budget is estimated at $15,000. The policy will of course be made available to the NYSED for review and the school will not begin operation until all the appropriate insurance policies are effective.

III.H. Non-Academic Operations

III.H.1. Health. ND III will have a school nurse on site, and this is included in the budget. The nurse's room is included on the facilities table. All students will have a copy of their insurance card on file for use in emergencies. At the school level, the Nurse will store and administer medications per the NYC DOE regulations for high school students. As for record keeping and maintenance of immunizations records, the Parent Coordinator and Principal will be responsible for collecting this data. Below are the specific requirements.

Immunization requirements: In accordance with NYS law, ND III will require each student entering the school have a certificate of immunization at the time of registration or not later than the first day of school. The nurse, principal, and parent coordinator will be responsible for the monitoring and record keeping required for immunizations.

Hearing and Vision screening: All new students will be tested by nurse. The nurse will review records of all students to ensure all screening are up to date.

504/mental health services, supervised by the COSP, all new students entering the school will bring a current copy of an IEP or 504 forms used in previous schools. The COSP will conduct Child Find to ensure we have identified all students in need of services. All accommodation requests will monitored by the COSP. All new requests for referral will also be made with the COSP and principal.

AED/CPR training: In accordance with §917 of Education Law, ND III will maintain on-site AED equipment for use during emergencies. Stall will be trained in the operation and use of such equipment.

III.H.2. Food Service. Breakfast and lunch will be provided in conjunction with the NECSD Food Service Program. Breakfast and lunch is free for all students and they will have access to both meals. During the start-up phase, the COO and Parent Coordinator will work with staff from the Food Service Program to ensure that there is a schedule for delivering the food to ND III. At least two staff will be trained in Food Safety to distribute the meals. More staff will be trained as the number of students grows. To determine free and reduced lunch status through the Federal School Lunch/Breakfast program, 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 and submitted to the School Food Program.

III.H.3. Transportation. Newburgh Enlarged City School District does provide transportation for private and public schools. As well, the provide transportation for high school students from .5 to 15 miles away from the school, including outside Newburgh. The COO will work with the Transportation Department to develop bussing schedules and routes. The Transportation Department at NECSD will determine which students are eligible for bussing. 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.

While ND III will be recruiting from Newburgh, we are expecting that there will be students from outside the district. Newburgh Transportation Department does offer bussing outside of Newburgh for up to 15 miles. We will take advantage of this great service, but we also have busses in the budget in the event we need to go further out.

III.H.4. Technology, SIS, Compliance & Reporting, Security & Custodial Services.

Facilities: Facilities are one of the most important aspects of the charter school start-up. The CEO has already begun working the OPEN Impact Real Estate to identify a building. Depending on the space and lease, renovations will begin immediately on the identified space. The COO will begin as soon as possible on attaining the Certificate of Occupancy.

Technology: Technology will be included in the contract with NDCS Network. Under this contract we will apply for E-rate funds as well as set up the schools technology. The owner of the building will be responsible for ensuring that there is enough power to the building to support the needs of the school. The Data Specialist will be responsible for designing and updating the website.

Student Information Systems: These systems are key to a charter school. NDCS Network uses Jupiter Ed SIS and will implement this at ND III. The Data Specialist, who has year of experience setting up schools and using Jupiter, will get this system set up during the start-up phase. The Office Manager and Parent Coordinator will receive training on how to use Jupiter Ed. All staff will be trained by the Data Specialist on the use of the system during their onboarding and training.

General Issues: 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 during lease negotiations. The leadership will begin as soon as possible on attaining the COO since these are difficult to get in a timely fashion. Everything will be in place for students by August 2026.

Fiscal, Policies & Procedures: The Board of Trustees, CEO, and CFO under the NDHS Network contract will be responsible for this. NY Accounting Solutions will be responsible for the daily finances. Under this group of tasks is the securing of a bank account and opening of all the platforms under NYSED Finance Department to receive funds. ND III, like NDCHS and ND II will have the same EIN and 501(c)(3). It is important to note that NDCS Network does not comingle funds. Each school has its own set of books and is responsible for ensuring appropriate enrollment numbers. ND II is loaning ND III money to start-up, but that money will be repaid to ND II with 6% interest starting in Year 3. 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. The unaudited revenue/expense statements will be submitted by the July 31. The Financial Transparency report will be reported by November 1.

Security: Will be provided by a private company hired by the Board of Trustees after comparing different options. Security will be bonded and trained on security measures. Further, the security staff will be further trained on New Dawn III front door procedures.

Custodial Services: Custodial services will be provided by a private company hired by the Board of Trustees upon review of contracts.

III.I. Family and Community Involvement

III.I.1. Family and Community Involvement During the Pre-Opening Phase. To establish this trusting relationship between the school and parents, parental involvement must start from the beginning phases of the school's development. New Dawn Charter Schools do this using various methods which leads to a strong relationship with the parents and the overall community. When we establish this strong relationship, we will utilize different approaches, just like we have done when opening up ND BK in 2012 and ND Queens in 2019. This will involve Parent Coordinators and Outreach Workers and Recruitments Specialists working with prospective parents through all stages of involvement. The Parent Coordinator, alongside the school leaders, will work with parents and students to set up a meeting and orientation

appointment. We have learned over the years that individual appointments with students and parents during the application process leads to better engagement. The families are able to understand the school, its policies, and get to know the staff. This is extremely important as many of our students do not have trust in schools and education, as it has failed them many times, and we believe that strong, trusting ties must be built from the beginning. Additionally, Parent Coordinators and other staff will host open houses during evenings and weekends to better engage the community at large and to allow prospective parents to learn more about ND III. These open houses will be held at public meeting spaces, and at ND III when the building is ready for operation. Families can communicate with New Dawn staff through e-mail and by using our website. We have already started holding virtual and in-person meetings in Newburgh to engage the community and parents.

III.I.2. Family and Community Involvement once the School is Open. As stated earlier, open communication and strong relationships through individualized appointments, tours and meetings during the application process help immensely during the enrollment process. This individualized orientation is done in a flexible manner to accommodate parents and student needs and allows the family to meet school leaders and get to see how a "typical day" at New Dawn may look like. After enrollment, parents are free to visit the school at any time. They are able to make appointments with teachers and support staff to discuss their students' progress and needs. Additionally, there are many opportunities for parents to meet with school staff in person through parent-teacher conferences. For our parents, we also offer virtual and phone appointments as many of our families are working families with many of them having multiple jobs and other responsibilities that make it hard for them to physically be in the building. Mentors also reach out to families weekly to update about student progress, However, we do not let this stop us from communicating with our parents, and we are able to do this through our flexibility and understanding of the importance of parent engagement as it is in our Key Design Element #2, Social/Emotional Learning and Supports.

III.I.3. Supporting Families in Student Growth. From our experiences in ND Brooklyn and ND Queens, we know that our families have difficult lives that limit them from engaging with their students school through traditional means. Knowing this, to best engage with our families at NDIII, we will utilize many different methods, as mentioned above, to support families in their students' growth. This includes virtual parent-teacher conferences, weekly calls to parents, and additional means of communication via JupiterEd. Additionally, it must be noted that all written communication is also translated into the students' home language. We additionally employ staff that are able to speak the languages our students speak. We will continue to do the same in ND III.

III.I.4. Community Involvement in the School. Community Involvement is a huge part of ND Brooklyn and ND Queens and will also be an integral part of ND III. Our student population requires community support in all forms, as our students are often served by other organizations in the community. To support students in need of childcare, we collaborate with many community programs such as The Armory, Legal Aid Society, Los Latinos and Catholic Charities. Additionally, the Internship Program allows for schools to build partnerships with different community organizations that support workforce development and career ready skills Historically, we have partnered with many non-profit organizations who have supported our students with college and career readiness, employment and social-emotional support. School

Leadership and the Internship Team at NDIII will immediately begin to work on building relationships with community organizations that will support students to be successful during their time at ND III and in their post-secondary goals.

III.I.5. Successful Models of Engagement. Due to the nature of our school, our students face unique challenges that range from truancy to homelessness to incarceration, which undoubtedly impact their families in many different aspects. ND III will follow in ND BK and ND Queens' footsteps in using PBIS to engage both families and students alike. The PBIS model relies heavily on family involvement for student success and engagement. The use of the PBIS model is effective in decreasing at-risk behaviors and increasing student engagement through effective strategies. Some of these at-risk behaviors include truancy, violence, alcohol, and drug use. These PBIS strategies go hand in hand with New Dawn Charter Schools' progressive discipline policy, which aims to teach pro-social behaviors and decrease at-risk behaviors (KD2).

As mentioned above, the school will also utilize our mentoring program as a tool to engage parents and increase student success. This is important as it creates open lines of communication between the school and parents. Parents are often involved in student discipline (unless there is legal action that is involved) and the overall goal of discipline is to increase pro-social student behaviors.

III.I.6. Partnership with Other Local Schools to Share Best Practices. As with ND Brooklyn and ND Queens, ND III will work with other schools to share best practices and learn from one another to better serve this vulnerable population. ND Brooklyn and ND Queens have worked with the Northeast Charter Schools network to do instructional rounds at different transfer schools. This was done in collaboration with transfer schools across New York State, so that school leaders can observe and collaborate on best practices to best serve our students. We will continue to do this in ND III.

III.J. Financial Management

III.J.1. Annual Budgeting Process. New Dawn Charter High School III (ND III) will follow the same process as New Dawn Charter High School (NDCHS) and New Dawn Charter High School II (ND II). The Director of Finance (CFO) will hold meetings with Principals and Department heads after they have met with the staff to determine budget needs. The CFO will then develop the budget ensuring it supports forecasted revenue and cashflow. The budget is presented to the Executive Director (ED) for approval before being presented to the Finance Committee of the Board of Trustees for final approval prior to Board approval. If there are questions or concerns, the entire team works together to resolve these issues. All budgets must be balanced and address the key design elements of the school.

III.J.2 Fiscal Policies and Procedures. Since budgeting will be done by the NDCS Network, the same system used at NDCHS and ND II will be instituted at NDCHS III. The Director of Finance (to be CFO) and Director of Operations (COO) employed at NDCS Network understand the ordering, paying, and inventory process already in place. All materials must be approved by the Principal, then submitted to the Director of Finance to ensure budget alignment and then final approval by the ED. Anything over $5,000 must have two bids, anything over $20,000 must have three, and presented to the full Board of Trustee for approval. Inventory is taken at delivery, with a number, location where the item is going, and approval of

delivery. This is then sent to the accountant who pays the bill and keeps all documentation together.

When paying invoices, all bills are paid through bill.com and input by our 3rd party vendor. Once they have input all bills, the ED (CEO for ND III) approves reviews and approves. If there are issues, it is sent back to the accountants for a response. After the ED has approved them, the Board chair or Board secretary then does a second approval. Any questions or concerns are sent back to the school. Once everything is resolved, the Director of Finance reviews one last time and then moves the invoices to the payment stage. At no part of the process does the Director of Finance input bills or approves bills. After all approvals have been collected, he releases the money.

The Board of Trustees receives monthly financial packets prior to each Board meeting for all schools. There is always a discussion around whether anyone at the Board or school level sees any issues or has any concerns. If there are concerns, they are always resolved by the next meeting. The Board not only reviews the actual balance and forecasted balance of the budget but enrollment and staff retention as well.

Once hired, the Director of HR (currently done by the ED) will oversee employee attendance records through an automated punch machine supplied by the payroll company. (S)he will then prepare records for payroll through the payroll companies system. The Director of Finance will review the general payroll which will then be forwarded to the ED at NDCS for submittal and processing.

Every year NDCHS and ND II has a clean audit with no material findings. Therefore, the fiscal policies and procedures will be used at ND III as well.

III.J.3. Contractors. Accounting Solutions NY has been with NDCHS and ND II for over twelve years, and we will retain their services for ND III. In November 2012, two and a half months into our first year of operation, the ED hired an independent audit firm to conducted an audit on NDCHS. The results showed no fraud but several areas that could become very serious problems later. Based on these results, it was determined at that time by the Board, that a third set of independent eyes was necessary to ensure we would always have appropriate accountability over the financial health of the school. The Director of Finance along with ASNY is responsible for all accounting systems in the building as well as the annual audit and filing all taxes. This has been a very productive relationship at NDCHS and ND II and we will continue in the same fashion. ASNY also meets separately with the ED, not because there are problems but to ensure there will be no problems.

III.J.4. Financial Oversight. Again as can be seen in our Audit Reports we have excellent oversight. There is a check and balance of at least three people approving every single bill that is paid. Further all checks of any amount must have two signatures: a staff and a Trustee. Each school has their own credit card which is used when it cannot be paid via an invoice. Only the Principals along with Directors and ED have access to a credit card. Receipts are kept with charges. Staff are discouraged from purchasing items and then billing the school. It is in our staff contracts that if you must do this, you must get the principal's permission first or the money will not be refunded.

Staff are trained on auditing procedures. Interestingly, this is part of our program of recycling. We want staff to be aware of why things cannot just be purchased and that items should be reused instead of thrown out. We believe that if a staff understands our fiscal

policies and procedures, they will be less apt to throw out slightly used materials. It does work and we will be taking this to ND III. In terms of banking, we have utilized positive pay to ensure that only payments approved can be cleared by the bank for payment. Overall, we have excellent financial oversight.

III.J.5. Protecting Records. All staff are trained in the legalities of FERPA and HIPPA and how to protect confidential information. All records that are confidential (finance, employee, student) and will be locked in cabinets behind locked doors. Only the relevant people will have keys (SPED for student, accounting for finance, Director of HR for staff). The SPED Supervisor will be responsible for training ND III staff in student confidentiality. The Director of Finance, Director of HR and ED will be responsible for training staff on all other matters of confidentiality pertaining to their perspective areas. Again, NDCHS and ND II have these systems in place and all New Dawn staff will be trained on them and the importance of all, but particularly FERPA, confidential records.

There was an instance in 2013 when staff downloaded all parent addresses from our SIS and sent parents letters that were not approved by the school. Staff were terminated and we immediately changed our Personnel Policies to include immediate termination and legal repercussions for any staff found doing this. We also do not allow research or case students to be conducted in the school without IRB approval and administration approval.

III.J.6. Audits. The audit will begin in July of every year. Independent auditors come to the school for two to three months going through all the financial, staff, and student records. They submit lists of records they want to the Director of Finance and accountant and (s)he then, working with the principal, will give them the records. Because of the confidentiality of these records, we do have to provide the auditors with a room throughout the summer. After they have collected all their information, they then develop the report, asking questions of NDCS and the principal where there are issues.

The Board has specific responsibilities in this area. The Board hires the independent auditor. Then in April/May the Audit Committee has a pre-audit meeting with the auditor where the responsibilities of both parties are discussed. Following this, the audit begins.

The Board is available for questions from the auditors at any time. In September there is a final audit call with the Audit Committee for preparation for September's presentation of the audit to the full Board. In September the Board reviews the audit, makes corrections (if any), and asks questions of the auditor. In October the final audit is presented to the Board and they vote to approve before it is submitted to NYSED on November 1

III.K. Budget and Cash Flow

III.K.1. Budget Narrative. Our key revenue will come predominantly from per pupil and other federal flow through dollars. We fully plan on applying for CSP funds. However, in the event CSP funds are not available, a loan will be obtained from ND II to support ND III until revenue is received and financials show a positive cashflow—which we estimate loan repayment will start in Year 3 of operation. In our budget we did not include the CSP funds but rather the loan from ND II (see attachment 10). We will switch the two out if CSP funds are available.

In year 1 the money comes from CSP (or ND II loan), E-rate, Consolidated, IDEA, Special Education, and Per Pupil funding. In years 2-5 money comes from all these same sources. We

will continue to apply for grants as we have in the past, but we did not include them in the budget as a source of revenue at this time. The net income over the five years is as follows:

	Revenue	Net Income	Total Rollover End of Year
Start-Up:	$750,000	$120,529	$120,529
Year 1:	$4,678,371	$175,268	$295,797
Year 2:	$6,693,118	$277,076	$572,873
Year 3:	$8,023,731	$44,343	$617,216
Year 4:	$8,935,317	$90,711	$707,927
Year 5:	$9,179,706	$35,555	$743,482

ND III will have $743,482 saved at the end of the 5th year and if adding in the cash adjustments, it would be $946,213 (budget tab 6; line 180). This money can be used for emergencies, paying back the loan, or purchasing a building.

The key expenditures in start-up will be paying security and rent on the building, setting up the building, technology, and furniture. Once the school is open our key expenditures will be staffing, building rental, and technology. These are the expected expenditures, and they are all covered (after year 3) totally by per pupil funds.

III.K.2 Key Design Elements. The budget does align with our six key design elements which are: KDE #1: Curriculum and Instruction, KDE #2: Social/Emotional Learning and Support, KDE #3: Internship Program, KDE #4: College and Career Readiness, KDE #5: School Improvement Engine, and KDE #6: Professional Development and Staff Growth.

KDE 1: The budget supports Curriculum & Instruction by having teachers who teach engaging lessons through the Workshop Model. The school fully funds all supplies needed for teachers to be effective and for students to learn. Special Education teachers are hired to push into classrooms to assist teachers on the differentiation of lessons for IEP and ELL students. Further, using READ and Math 180 we provide remediation for students who are struggling.

KDE 2: The budget supports Social/Emotional Learning and Support through the hiring of counselors. As well, every student must take an Advisory every semester and part of every Advisory curriculum is based on social/emotional learning. The use of the PBIS model for the culture of the school greatly facilitates this learning. Further, all staff if the building are mentors, having five to 10 students for whom they are responsible for the educational and social/emotional aspects of the students' experience at ND III.

KDE 3: The budget supports the Internship Program by hiring internship coordinators (CCR Coordinators) to work in the community with students and businesses. Further, there is a stipend for all students to be able to buy lunch and pay for travel. Our budget further supports the KDE by having CTEs programs by year 2, including paying for staff.

KDE 4: College and Career Readiness Program by hiring a guidance counselor to oversee the Bridges program. This includes not only college, but trade schools, military services, and career planning and job searches.

KDE 5: Support for the SIE comes in the form of paying staff at a higher rate to be able to work until 5 p.m. so that there is time to reflect on the outcomes of the school. This allows the school staff time to reflect on data and make mid-course corrections when issues are identified. The entire way the NDCS Network team functions is a reflection of the SIE: ready to make changes immediately when warranted.

KDE 6: Support for professional development is again due to the ability of staff to have time to attend PD by working until 5, meeting with the principal once a week, and in department meetings once a week. The biggest part of this expenditure is the embedded professional development, conferences, and PLCs.

We have been living these Key Design Elements in the NDCS Network for thirteen years now and everything we do is focused on one of these elements so the budget is very reflective of these components.

III.K.3 Plans for Shortfalls. We will apply for all available grants for new charter schools and any other funding source that is available. Our net income is such in years 2 onward that we should not have problem if things go as planned. Our problem will be in year 1.

In the event of a shortfall, the easiest cut would be to hold off hiring one of the three Counselors (Guidance Counselor specifically) in Year 1 and add the individual in year 2 since we will only have 9th and 10th grade (under 11 credits) in year 1. This would be the last case scenario since the sooner students start thinking about and planning careers, the better off they are in the long run.

In the case of under enrollment, we have a plan to outreach to other districts in the area. Students are older and will more than likely drive, but we do have busses included in the budget. We overenrolled in our first year at NDCHS because the need was so high. We will continue recruitment throughout the year and ND III will have rolling enrollment to ensure we have enough students.

In the event the per pupil funding is delayed, ND II is ready to make another loan to cover the expenses. This will not be part of the loan in the budget but an additional loan which will be paid back as soon as the per pupil funding starts flowing.

The biggest issue could potentially be the building itself. NDCS Network has been very fortunate in our building agreements to date. While that is not a given, we do understand the variety of ways in which funding for a building can work. Further, by working with OPEN Impact Real Estate and Will Fossel from Hilltop Securities, we will find solutions.

We fully understand the budgeting shortfalls of the first charter school in Newburgh, Newburgh Prep Charter High School which was a copy of New Dawn's model. Some of the current team consulted with this staff but it still was closed. We understand why this was and had ways around it but the administration at the school at the time did not understand financing a charter school. There will not be a repeat with ND III and we have contingency plans in place in the event per pupil is not available immediately.

III.L. Pre-Opening Plan.

Please see Attachment 11 for the timeline of pre-opening activities.

III.M. Dissolution Plan

We do understand that in the event of unfortunate events such as low enrollment, lack of appropriate fiscal oversight, lack of oversight by the Board of Trustees, or noncompliance that the State can close the school with due process. While we have years of experience running schools and are certain we can handle another, please see Attachment 12: Dissolution Plan which outlines the process for closure.

Table 2: Public Outreach Information

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
01/16/2017 meeting date	Families of students with disabilities, community members	Sent flyers to community-based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
April 3, 2025 April 10, 2025 April 17, 2025 May 16, 2025	Newburgh Enlarged City School District	Email requesting a meeting to share school model and input to academic programming	Dr. Lisa Bruon, Interim Superintendent Dr. Correa-Soto, Secondary Assistant Superintendent for Curriculum & Instruction Ms. Freeman-Mack, Assistant Superintendent for Equity	Waiting on a response, sent follow-up requests weekly.	Call the office after Spring Break.	3
April 3, 2025	Mid-Hudson Migrant Education Outreach Program: ELLs	Email requesting a meeting to share school model and input to academic programming	Amy Shapiro, shapiroa@newpaltz.edu	Email response requesting a meeting	Scheduled a zoom meeting with Ms. Shapiro and a colleague from New Jersey, Barbara Stupple	3
April 8, 2025	Mid-Hudson Migrant Education Outreach Program: ELLs	Follow-Up meeting to email exchange	Zoom meeting with Amy and Barbara	Discussion of academic programming, will write a letter of support for both Orange and Rockland counties, willing to provide tutoring support to enrolled students	Sent letter of support draft, following up with a presentation in-person to families in the coming weeks	3
April 3, 2025	Orange County Children and Family Services: MV,	Email requesting a meeting to share school model and input to academic programming	Angela Turk, Director aturk@orangecountygov.com	Supportive of our model and encouraged outreach to district directly,	Follow-Up after Spring Break	2

	ED, SWD, ELL students			would assist in introductions		
April 3, 2025	Orange County Catholic Charities MV, ED, SWD, ELL students	Email requesting a meeting to share school model and input to academic programming	Kirsten E. Jensen, info@cccsos.org	Referred to Dawn Wilkin, very positive response. Also an support East Ramapo.	Meeting requested for further discussion	2
April 16, 2025	Orange County Catholic Charities MV, ED, SWD, ELL students	Zoom meeting to share programming details and target school population	Dawn Wilkin and Francesca Bryson	Shared their knowledge of Newburgh and the importance of serving students. They will connect us to the Newburgh Coalition and facilitate District communications after the break	Follow-Up after the break for the letter of support and connection to the Newburgh Coalition. If we end up going to Spring Valley, they will connect us to the Rockland Catholic Charities.	3
April 3, 2025	Newburgh Armory Unity Center MV, ED, SWDL ELL students	Email requesting a meeting to share school model and input to academic programming	Arthur Lorde, Alorde@newburgharmory.org	Requested a meeting	Scheduled a zoom meeting for April 8, 2025	2
April 8, 2025	Newburgh Armory Unity Center MV, ED, SWDL ELL students	Zoom meeting to share programming details and target school population	Arthur Lorde and Chris Lennon	Discussion of our model and why it is needed. Shared they work with over 600 families in the Newburgh District, many whom are struggling to stay enrolled in school. Offered classroom space if we can't find a stand-alone building for year 1.	Meeting in person after the break. Provided a letter of support and offered to facilitate a meeting with the school district.	3
April 3, 2025	The Osbourne Association: Newburgh at-risk students	Email requesting a meeting to share school model and input to academic programming	Diana Archer, darcher@osborneny.org	Very excited about the school model. Requested a zoom meeting on April 8th.	Follow-up Zoom meeting.	2

April 8, 2025	The Osbourne Association: Newburgh at-risk students	Zoom meeting to share programming details and target school population	Diana Archer, darcher@osborneny.org	Will write a letter of support and provided a few other organizations that can help facilitate meetings with the district	Follow-up for an in-person presentation to families, letter of support, connection to school district	2
April 4, 2025	Spring Valley Community Development: All students	Email requesting a meeting to share school model and input to academic programming	Nida Sharif, Project Director NSHARIF@villagespringvalley.org	Very pleased to support our school model. Referred me to the Family Services Coordinator for East Ramapo- will facilitate a meeting	Referred to Frances Pizzaro, and set a meeting for April 11	3
April 11, 2025	East Ramapo School District: All students	Zoom meeting to share programming details and target school population	Frances Pizzaro, "Frances Pizarro" <fpizarro@ercsd.org>	Zoom meeting with Ms. Pizzaro and colleagues with East Ramapo's Family Services. Very supportive and would like us to present next week in person to families	In-person meeting with families requested for after spring break, will write a letter of support	4
April 4, 2025	The 16 Strong Project: At-risk students	Email requesting a meeting to share school model and input to academic programming	Samantha and Donna Wettje, Founders, "16 Strong Project" <info@16strongproject.org>	Requested a zoom meeting to learn more	Zoom meeting scheduled for April 11, 2025	3
April 11, 2025	The 16 Strong Project: At-risk students	Zoom meeting to share programming details and target school population	Samantha and Donna Wettje, Founders, "16 Strong Project" <info@16strongproject.org>	Very excited to support our model in Spring Valley. There is a great need for students, particularly ELLs and ED students, that need an alternative in that community.	Samantha plans on coming to the Queens campus for a tour and in-person conversation. Will write a letter of support and provide additional connections to the district and other groups as we get closer to student recruitment.	3
April 4, 2025	Take Trips MES: At-risk students	Email requesting a meeting to share school model and input to academic programming	Lydia Bostick, lydia.bostick@taketripsmes.org	Requested a zoom meeting to talk about the program and coordinate with students. Felt that	Zoom meeting scheduled for April 9	2

				Spring Valley is a good space, but more students in need in Newburgh.		
April 9, 2025	Take Trips MES: At-risk students	Zoom meeting to share programming details and target school population	Lydia Bostick, lydia.bostick@taketripsmes.org	Feels this is the right time for a charter school in Newburgh in particular. They work with incarcerated youth with offices in the Bronx and Ossining. Feel we can really make a difference.	Requested a second zoom meeting with the leader, Barbara.	2
April 15, 2025	Take Trips MES: At-risk students	Zoom meeting to share programming details and target school population	Lydia Bostick, lydia.bostick@taketripsmes.org and Barbara, taketripswithb@gmail.com	Met with Lydia and Barbara. Barbara works with Passages and wants me to come up and present to students for Newburgh and our Brooklyn campus.	In-person presentation set for some time in May- paperwork and clearance must take place prior to the visit and that takes time. Wrote a letter of support.	3
April 9, 2025	Lyra STEM: All students	Email requesting a meeting to share school model and input to academic programming	Needa, https://www.lyrastem.org/contact	Discussion of STEM support in Spring Valley or Newburgh.	Requested a meeting, scheduled for April 11, 2025.	
April 11, 2025	Lyra STEM: All students	Zoom meeting to share programming details and target school population	Needa, https://www.lyrastem.org/contact	Lyra provides STEM support with a CTE focus. Great fit for when we open with advisories.	Provided a sample of curriculum supports that will complement our advisory and internship curriculum.	4
April 8, 2025	Spring Valley Police Department: At-risk youth	Email requesting a meeting to share school model and input to academic programming	Andre Riobe, Ariobe@villagespringvalley.org	Requested an in-person meeting	Meeting scheduled at the police department on April 17th at 9 am	2
April 17, 2025	Spring Valley Police Department: At-risk youth	In-person meeting, had to be rescheduled for a zoom meeting due to police department activity	Andre Riobe, Ariobe@villagespringvalley.org	Very happy to support us. Requested I come up in person in the next couple of weeks, can come when I present at the District (Spring Valley)	Will write a letter of support and facilitate other community group contacts as needed.	3

April 28, 2025	Newburgh City Council Meetings	Virtual Meeting	Newburgh City Council https://www.cityofnewburgh-ny.gov/AgendaCenter/City-Council-3	We did not participate actively, this was a		
May 16, 2025	Take Trips MES	Zoom meeting	Lydia Bostick (info above)	Continued discussion for recruitment at our BK and QNS locations; plus support for Newburgh application	Wrote a letter of support for LOI	3
May 21, 2025	Newburgh City Council	Email to entire council (See Attachment 2b)	All council members	Requested a presentation meeting	Hoping for positive feedback at next in-person meeting	1
May 21, 2025	Newburgh Town Council	Email to entire council (see Attachment 2b)	All council members	Requested a presentation meeting	Response from Councilman Ruggiero	2
May 22, 2025	Newburgh Armory	Email to come back up and see the facility	Arthur Lorde	Tour of building and potential building space	In person to be scheduled with Nazli	2
May 22, 2025	Take Trips MES	Meeting with Lydia to talk about the Passages Presentation	Lydia Bostick	Meeting about Passages Presentation and Newburgh recruitment	Meeting TBD	2
June 2, 2025	SUNY Workforce Development	Meeting with Chris White to discuss New Dawn and workforce development opportunities in Newburgh	Chris White	Connecting to other SUNY Orange	Schedule an in-person meeting	2
June 4, 2025	NECSD BOE	Email to introduce ourselves as potential partners	General BOE email per direction of Newburgh City Council	Hoping to get a meeting	Schedule an in-person meeting	2
June 9, 2025	Newburgh City Council	Present during public comment	Entire Council	Introduced ourselves and provided marketing materials about the model	Letter of support for our model	10+
June 9, 2025	Melanie Collins, YouthBuild	Met during the City Council meeting	Melanie Collins, YouthBuild ED	Introduced herself to Janisha and Lisa- want to talk more about our programming	Schedule an in-person meeting	3

June 10, 2025	Melanie Collins, YouthBuild	Email to get a meeting together	Melanie and any YouthBuild Staff	Reviewed our meeting at the city council	Schedule an in-person meeting	2
June 11, 2025	Virtual Information Session	All stakeholders and public	Public Meeting	Provide information on New Dawn programming in Newburgh	Invite for individual meetings or additional info on individual student cases	10+
June 11, 2025	Invitation from Arthur	Armory hosts a meeting with Newburgh Stakeholders	Community Meeting	Discuss Newburgh news and concerns	Next meeting scheduled for September	10+
June 12, 2025	YouthBuild	Stopped by the building to drop off materials and schedule a meeting with Melanie Collins	Drop by visit	Left materials and a note	Hoping to schedule a formal meeting	2
June 17, 2025	NECSD	Met with the superintendent's office	Onyx Peterson	Described our program, good reception of our intentions	Will support students attending	3
June 17, 2026	Newburgh Armory	Met with Arthur Lorde and Diane (new to the Armory)	Drop by with Arthur and Diane	Met new staff, left materials for distribution	Will come up for next event to distribute flyers and meet more community members	4
June 24, 2025	Diane Wilkins, Orange County Catholic Charities/Newburgh Coalition	Update on positive meeting with the district	Email exchange	Diane indicated that this positive reception may allow her board to write a letter of support	Will follow up over the coming weeks	2
June 25, 2025	Newburgh Free Library	Public Information Meeting on New Dawn III	In person event with light refreshments	Provide information to the public about the application and instructional programming	Support for the application	5+

Add more rows and/or rotate page as necessary

Attachment 2a: Initial Sample of Public Outreach

1. *The group has informed the community about the proposed charter school, including the intended location, the target population, the grades to be served, and a description of the education program(s) to be offered.*

Evidence:

April 28, 2025 Newburgh City Council Meeting (Meeting Summary Attached)

May 16, 2025: Newburgh Armory (emails attached)

May 22, 2025: Meeting with Take Trips MES, Lydia Bostich (emails attached)

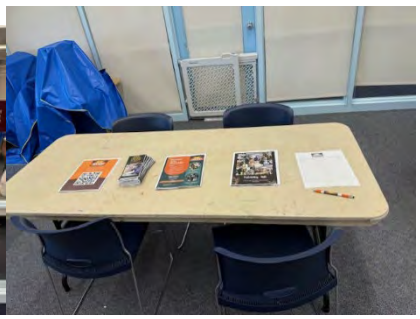
June 9, 2025: Newburgh City Council Presentation; evidence of presentation can be found HERE

June 11, 2025: Virtual Information Session- advertised on our LinkedIn and Facebook page- numerous impressions and shares among the community

June 17, 2025: Meeting at the Newburgh Armory (Email confirmation attached)

June 25, 2025: In-person Information Session at the Newburgh Free Library

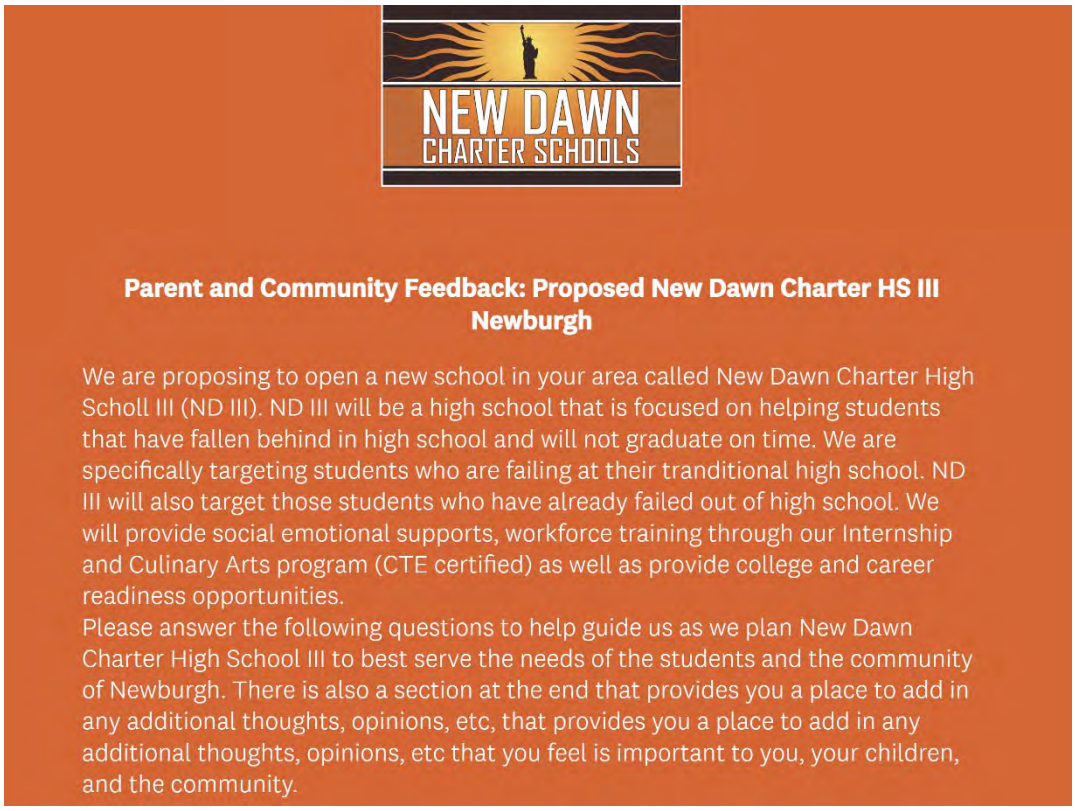




2. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school;

   Evidence (minutes of discussions with community parents, stakeholders or organizations and feedback obtained):

   - Meetings with Newburgh Armory (emails attached)
   - Meeting with Take Trips MES, Lydia Bostich (calendar and summaries attached)
   - Meeting with Chris White, SUNY Workforce Development (email attached)
   - Meeting with Onyx Peterson, NECSD (summary attached)
   - Information Session Invitation to City Council, Town Council, and other Newburgh Stakeholders (invitation attached)
   - SurveyMonkey on website



3. At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located. Reasonable public notice should be provided to community stakeholders.

   Evidence (public awareness campaigns-media):

   - June 9, 2025: Presentation to the Newburgh City Council (see item 1)
   - June 25, 2025: Newburgh Free Library (see item 1)
   - Survey Responses

Item 1 Attachment Evidence

April 28, 2025 City Council Meeting Summary

City Manager's Update- 27% decrease in Part 1 crimes compared to Q1 2024 (violent crime -18%, property crime -30%).- Increased recruitment of women police officers (22% of force).- 891 tons solid waste and 98 tons recyclables collected.- 310 warning letters for garbage issues.- Street sweeping resumed.- Ongoing pothole repairs.- March planning approvals: Planning Board (3), Zoning Board (2), Architectural Review Board (5).- Small Business Sign Grant open until June 2025.- Fire Department: 400 calls, avg. EMS response time 6-7 mins.- Love Your Block Mini-Grants available.- Primary Election June 24.

Key to the City Presentation: Presented to Reverend Dr. Richard L. Bryant for over 30 years of pastoral leadership and civic engagement. Council praised his impact and proposed naming a street in his honor.

2024 CDBG CAPER Public Hearing- Housing maintenance: $238,000.- Emergency repairs: $21,747.- Splash pad upgrades: $32,000.- Sidewalk/ADA improvements.- Community events: ~$52,000.- Workforce development: $10,000.- Administration: $150,000.

Comments:- Concerns about sidewalk accessibility and connectivity.- Calls for increased ADA compliance.

Public Comments on General Matters- Support for Youth Safe Spaces Initiative.- Bluestone sidewalk hazards.- No-parking marking requests.- Community event announcements: Spring Into Newburgh, July 4 Food Truck Festival, Empowered U.- Calls to prioritize Liberty Street paving.

Council Responses- Liberty Street paving may be reprioritized.- Possible CDBG support for sidewalks.- Recognition of funding constraints.- Encouragement to pursue homeownership.- Support for youth programming.- Reflections on balancing personal and professional commitments.

Resolutions Adopted- Payment in lieu of paving (Central Hudson).- Budget adjustments.- Release of restrictive covenants (26 Pine & 63 Beacon Streets).- Extension of closing time (220 Gidney Avenue).- Land Bank transfers.- Municipal parks grant acceptance.

Closing Notes: Meeting underscored crime reduction progress, infrastructure challenges, robust community engagement, and recognition of community leaders

May 22, 2025: Initial Building Walkthrough of Newburgh Armory (numerous meetings)

June 17, 2025: Meeting with Danielle and Arthur



Outlook

Re: Thank You!

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Thu 5/22/2025 9:26 AM
To Arthur Lorde <alorde@newburgharmory.org>

Excellent I am so excited to come and meet you. I will also be bringing Nazli Flores, she is our Director of Student Services and focuses on CTE Programming and Internship, as well as College and Career Readiness.

See you soon!

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

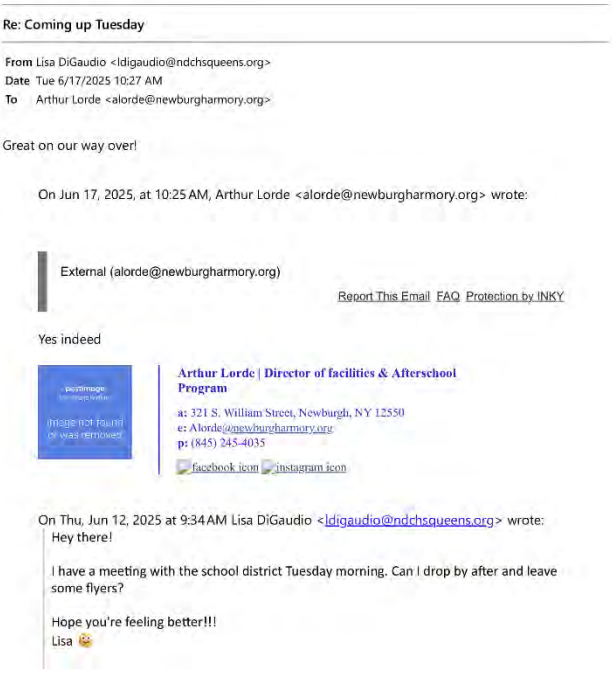
From: Arthur Lorde <alorde@newburgharmory.org>
Sent: Thursday, May 22, 2025 9:13 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Subject: Re: Thank You!

External (alorde@newburgharmory.org)

Report This Email FAQ Protection by INKY

Yes that is the correct address. 321 S William Street Newburgh, NY

Arthur Lorde | Director of facilities & Afterschool Program



Re: Coming up Tuesday

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/17/2025 10:27 AM
To Arthur Lorde <alorde@newburgharmory.org>

Great on our way over!

On Jun 17, 2025, at 10:25 AM, Arthur Lorde <alorde@newburgharmory.org> wrote:

External (alorde@newburgharmory.org)

Report This Email FAQ Protection by INKY

Yes indeed

Arthur Lorde | Director of facilities & Afterschool Program

a: 321 S. William Street, Newburgh, NY 12550
e: Alorde@newburgharmory.org
p: (845) 245-4035

facebook icon instagram icon

On Thu, Jun 12, 2025 at 9:34 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

Hey there!

I have a meeting with the school district Tuesday morning. Can I drop by after and leave some flyers?

Hope you're feeling better!!!
Lisa

May 16, 2025 Meeting with Take Trips MES, Lydia Bostick

Outlook

Re: Update?

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Fri 5/16/2025 9:18 AM
To Lydia Bostick <lydia.bostick@taketripsmes.org>

Great! Looking forward to it!

On May 16, 2025, at 9:17 AM, Lydia Bostick <lydia.bostick@taketripsmes.org> wrote:

External (lydia.bostick@taketripsmes.org)

Report This Email FAQ Protection by INKY

Hello,

Sound good! Also, this will be a virtual meeting. I'm attaching a link for it under this message.

Meeting with Lisa DiGaudio
Thursday, May 22 · 4:50–5:25 PM
Google Meet joining info
Video call link: https://meet.google.com/sry-wszv-yat

Best,

Lydia Bostick
HR Manager, Take Trips MES
(914) 236-2477
JOURNEYWITHUS@TAKETRIPSMES.ORG

June 9, 2025: City Council Presentation (Link of Video is in item 1)



June 11, Virtual Information Session:

Outlook

zoom link to send

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/10/2025 9:40 AM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>

Topic: Learn about New Dawn Charter High School III
Time: Jun 11, 2025 07:00 PM Eastern Time (US and Canada)
Join Zoom Meeting
https://us02web.zoom.us/j/88256777880?pwd=8bIZYw7SbD2YQ7iYHczmVFuu7cb0PO.1

View meeting insights with Zoom AI Companion
https://us02web.zoom.us/launch/edl?muid=d61e3132-16d0-484a-9d0b-52f2e2015345

Meeting ID: 882 5677 7880
Passcode: 0U9aGs

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

Item 2 Attachment Evidence

Meetings with Newburgh Armory

Re: Next steps!

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Thu 5/29/2025 2:30 PM
To Arthur Lorde <alorde@newburgharmory.org>

Thank you so much! One of us will be there for sure!

On May 29, 2025, at 2:28 PM, Arthur Lorde <alorde@newburgharmory.org> wrote:

External (alorde@newburgharmory.org)

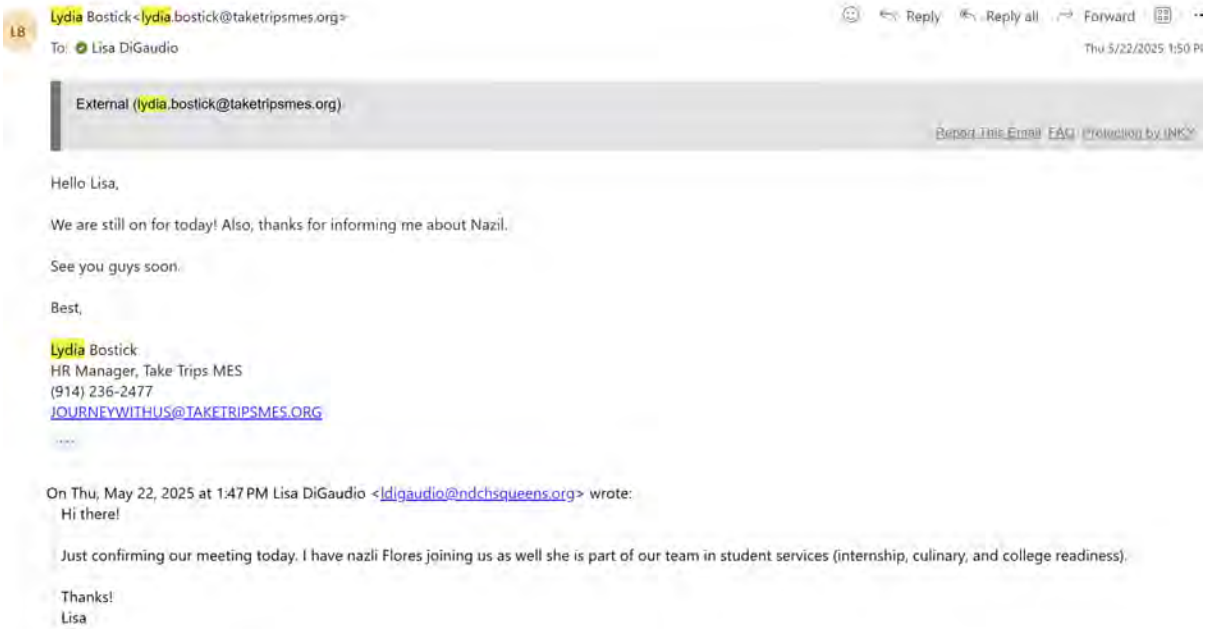
Report This Email FAQ Protection by INKY

Good afternoon, Lisa.

I will provide you with an event space application. We are currently in the process of updating our application, and once it's ready, I will send you a copy. I look forward to possibly working with you.

I also wanted to inform you about the collaboration meeting that takes place on the second Wednesday of every month from 9:30 to 11 or 11:30 AM. The next meeting is on June 11th at the City of Newburgh Recreation Center. Several local grassroots organizations will be in attendance.

Take Trips MES



LB Lydia Bostick<lydia.bostick@taketripsmes.org>

To: Lisa DiGaudio

Reply Reply all Forward

Thu 5/22/2025 1:50 PM

External (lydia.bostick@taketripsmes.org)

Report This Email FAQ Protection by INKY

Hello Lisa,

We are still on for today! Also, thanks for informing me about Nazil.

See you guys soon.

Best,

Lydia Bostick
HR Manager, Take Trips MES
(914) 236-2477
JOURNEYWITHUS@TAKETRIPSMES.ORG

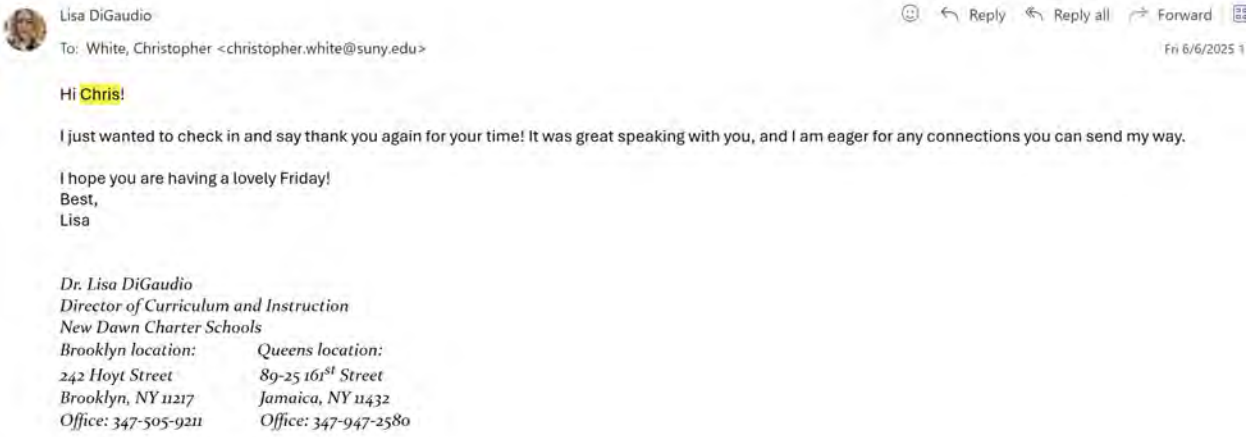
On Thu, May 22, 2025 at 1:47 PM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

Hi there!

Just confirming our meeting today. I have nazli Flores joining us as well she is part of our team in student services (internship, culinary, and college readiness).

Thanks!
Lisa

Chris White, SUNY Workforce Development



Lisa DiGaudio

To: White, Christopher <christopher.white@suny.edu>

Reply Reply all Forward

Fri 6/6/2025 1

Hi Chris!

I just wanted to check in and say thank you again for your time! It was great speaking with you, and I am eager for any connections you can send my way.

I hope you are having a lovely Friday!
Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Newburgh Enlarged City School District, Onyx Peterson

Outlook

Thank you

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/17/2025 3:03 PM
To Onyx Peterson <opeterson@necsd.net>
Cc Buon, Lisa <lbuon@necsd.net>; Janisha Crawley <JCrawley@ndchsbrooklyn.org>

Good afternoon, Ms. Peterson!

It was such a pleasure meeting with you today. I really appreciate your time considering the end of the school year. I am very excited about the prospect of our working together after preference is given to your district programs. I am confident that we will be able to get more students across the podium with a Regents diploma together!

We are going to be hosting an informational session for all stakeholders and interested members in the community next Wednesday evening (June 25th), from 6:30-7:30 pm. There will be light refreshments. I hope you'll be able to stop by and say hello again.

As we prepare our application to NYSED, I do hope that you all will be open to me including language that we met, and that while preference will be given to district level programming, NECSD will work with us and connect us to severely off-track students beginning in Fall 2026, our planned opening if we are approved. Of course, I totally understand this is all pending Dr. Buon's and the board's approval. Regardless, I do look forward to our serving OA/UC students in Newburgh!

Once again, thank you so much for your time this morning, and congratulations to your class of 2025! I hope the ceremony fills your cup as much as our ceremonies fill ours.

In partnership,
Lisa

In-person Information Session Invitation



Lisa DiGaudio

Reply | Reply all | Forward

To: Lisa DiGaudio

Mon 6/23/2025 1:48 PM

Cc: Janisha Crawley

Bcc: martinezfornewburgh@gmail.com; rmonteverd@gmail.com; rsklarz@cityofnewburgh-ny.gov; Electrmclymore@gmail.com <electrmclymore@gmail.com>; info@bgcnny.org; lmarcone@yapinc.org; youthbur@orangecountygov.com; Amy Shapiro <shapiroa@newpaltz.edu>; rmiceli@middletownymca.org; ATurk@orangecountygov.com <aturk@orangecountygov.com>; Dawn Wilkin <dawn.wilkin@cccsos.org>; president@newburghinterfaith.org; Arthur Lorde <alorde@newburgharmory.org>; //www.newburghurbanfarmandfood.org/contact-us <//www.newburghurbanfarmandfood.org/contact-us>; lbuon@necsd.net; Onyx Peterson <opeterson@necsd.net>; boemembers@necsd.net

Good afternoon!

I hope you are well! We are really excited to be hosting an in-person information session on Wednesday, June 25th, from 6:30-7:30 pm at the Newburgh Free Library. Light refreshments will be served.

Please come on by or spread the word to your colleagues and other community stakeholders who have an interest in working with at-risk youth. We are very excited to submit our application to NYSED in July for a September 2026 opening.

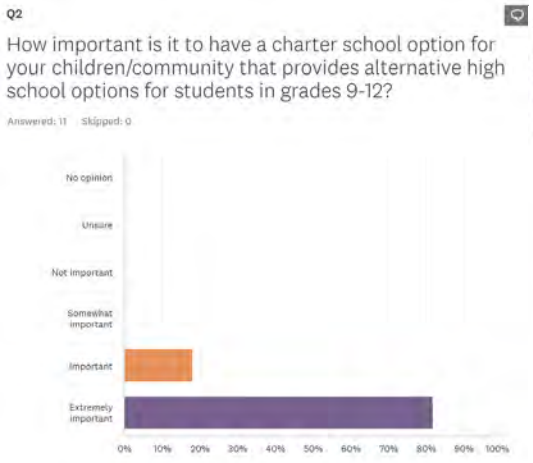
We look forward to seeing you on Wednesday evening!

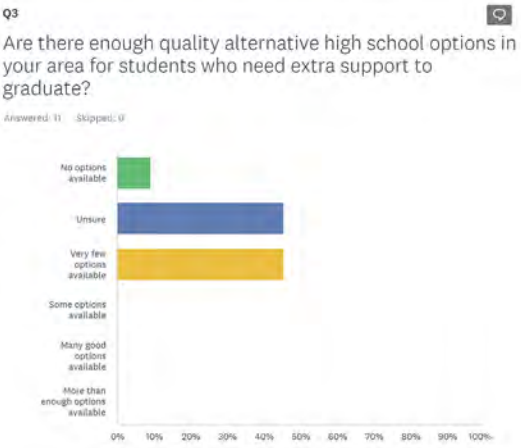
In partnership,
Lisa

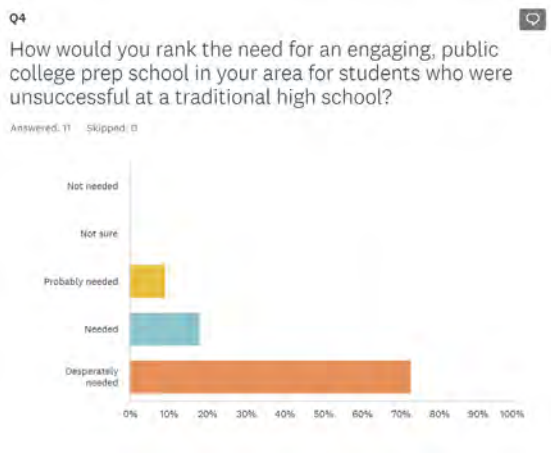
Item 3 Attachment Evidence- Survey Results

Summary: The survey was posted on our website and Facebook page. They were distributed during in-person events (as pictured above). The flyers at the close of this attachment have been distributed to the Newburgh City Council, the Newburgh Enlarged City School District, Newburgh Armory, and Newburgh Free Library.

Survey results indicate that the parents and residents have an interest in the establishment of a transfer high school like New Dawn in Newburgh. The need for on-the-job training has been in need in Newburgh as indicated by these respondents.





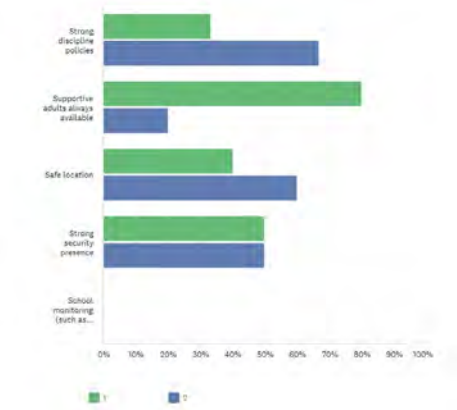


	1	2	3	TOTAL	WEIGHTED AVERAGE
College-prep	75.00% 3	0.00% 0	25.00% 1	4	1.50
Career preparation	83.33% 5	16.67% 1	0.00% 0	6	1.17
Participation in internships	0.00% 0	100.00% 1	0.00% 0	1	2.00
CTE certified workforce programs	0.00% 0	0.00% 0	100.00% 1	1	3.00
Technology integration	0.00% 0	50.00% 1	50.00% 1	2	2.50
Rigorous curriculum	0.00% 0	0.00% 0	100.00% 2	2	3.00
Location close to you	0.00% 0	100.00% 1	0.00% 0	1	2.00
Safe school community	14.29% 1	42.86% 3	42.86% 3	7	2.29
Small class sizes	0.00% 0	0.00% 0	100.00% 1	1	3.00
Frequent feedback for students in classes	0.00% 0	0.00% 0	0.00% 0	0	0.00
Frequent feedback for parents from the school	0.00% 0	100.00% 1	0.00% 0	1	2.00
Individual attention for all students	0.00% 0	0.00% 0	0.00% 0	0	0.00
Academic support on campus	0.00% 0	0.00% 0	0.00% 0	0	0.00
Clubs	0.00% 0	0.00% 0	0.00% 0	0	0.00
Sports	0.00% 0	0.00% 0	0.00% 0	0	0.00
Individualized scheduling	0.00% 0	0.00% 0	0.00% 0	0	0.00
Social Emotional Supports and Education	33.33% 1	33.33% 1	33.33% 1	3	2.00

Q6

Regarding a safe school community, please rank the 2 items below that are most important to you.

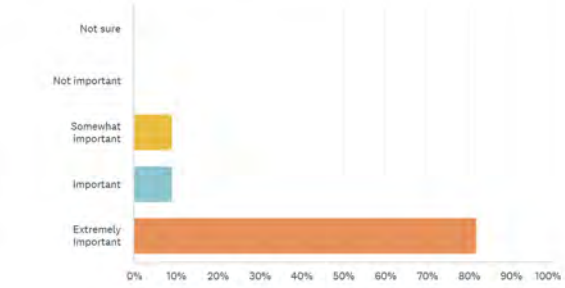
Answered: 11 Skipped: 0



Q7

How important is it that students are being prepared for college in their 6-12 education?

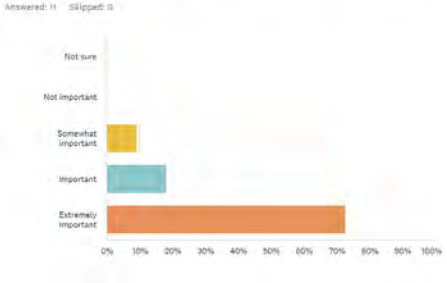
Answered: 11 Skipped: 0



Q8

How important is it that students are being prepared for a career in their 6-12 education?

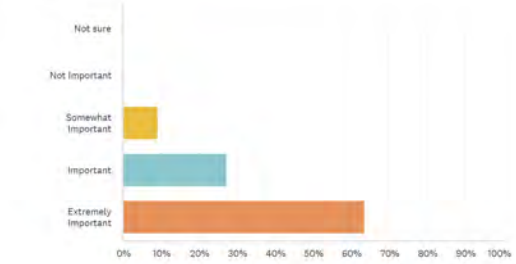
Answered: 11 Skipped: 0



Q9

How important is it that students are held accountable for the mastery of every standard/skill in their classes?

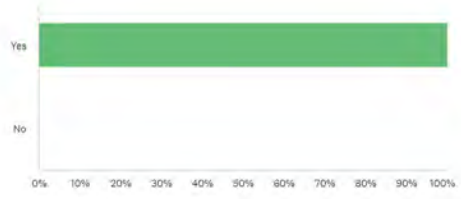
Answered: 11 Skipped: 0



Q10

Would you support the opening of New Dawn Charter High School III in Newburgh?

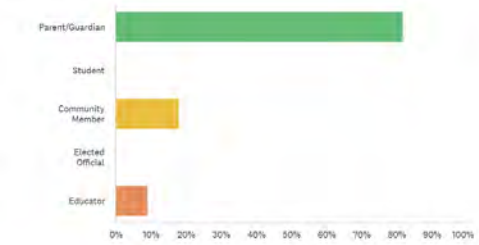
Answered: 11 Skipped: 0



Q15

What is your role in the community? Please check all that apply.

Answered: 11 Skipped: 0



Attachment 2b: Evidence of Public Review

The following documentation is in the attachment:

Attendance lists from meetings and events;

- Public meeting flyers with sign-in sheet and signatures;
    - Attendance at April 28th City Council meeting
    - Attendance and presentation at June 9th City Council Meeting
    - Hosting Virtual Information Session
    - In-person Information Session
- Minutes or summaries of public meetings and meetings with stakeholders (school boards, school district administrators, elected officials, community leaders, parent/guardian organizations, etc.);
    - Newburgh Armory
    - Catholic Charities/Newburgh Coalition
    - SUNY Workforce Development
    - Take Trips MES
    - Newburgh Enlarged City School District
- Surveys distributed and resulting statistical analysis;
    - SurveyMonkey results and discussion
- Public awareness campaigns (emails, social media postings, media, etc.) with documented results;
    - Virtual information session
    - In-person session at Newburgh Free Library
- Copies of received letters or emails;
    - Newburgh Enlarged City School District - Superintendent
    - Newburgh Enlarged City School District- BOE
    - Newburgh City Council
    - Newburgh Town Council
- Invitations sent for meetings and events; and
    - Confirmation for Newburgh Free Library Presentation

Outlook

Newburgh City Council Meeting

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Mon 4/28/2025 8:39 AM
To Donna Lobato <dlobato@ndchsbrooklyn.org>; Nazli Flores <nflores@ndchsbrooklyn.org>; Steve Ramkissoon <SRamkissoon@ndchsbrooklyn.org>; Jose Obregon <jobregon@ndchsbrooklyn.org>
Cc Sara Asmussen <sasmussen@ndchsbrooklyn.org>

Good morning,

We are going to be attending this city council meeting online at 7 pm. The meeting link will be available on the website: https://www.cityofnewburgh-ny.gov/687/City-Council-Meetings

FYI most of the council is up for re-election and that is happening June 24th. Lots of politics involved.

I will definitely be on since I'm in QNS and can get home in time to take notes and stuff so low stress if you can't make this one.

I am going to be organizing the community engagement plan- we really need to hit the ground running like now.

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Outlook

Mtg transcript

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 4/29/2025 10:47 AM
To Donna Lobato <dlobato@ndchsbrooklyn.org>; Nazli Flores <nflores@ndchsbrooklyn.org>; Jose Obregon <jobregon@ndchsbrooklyn.org>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>; Steve Ramkissoon <SRamkissoon@ndchsbrooklyn.org>

Hey. It's a mess but here's the transcript from last nights meeting. Afternoon done testing I'll send an organizer around the community stuff and actors we need to reach asap.

Motion, so when first motion is acceptive councilman, do we have a second. second by councilman Macklmore, Ro calling in the motion, please. Council members, Martinez? I more. Monto, Shakor. Scholars, South ofus, Mayor Harvey. So Car. Thank you very much. next week on communications, we moved to item number five and item number five, we go to the city manager's update, Mr. Ta Vinny. Hank, America. We will start with police department monthly updates in 2025. The city's prime reduction strategies continue to produce results, preliminary part one crime data for the first quarter, which is January 1 to March study first, has a 27% decrease in part one crimes compared to the same time frame in 2024. It's includes an 18% decrease in violent crime and a 30% decrease in property crime. Are police department conducted a visit to the Nor Cronan presentation Academy? I march officers Rivera and Eada spoke and connected with students from the Nor Cronan presentation Academy. They spoke to the young women students about their paths tooming city police officers and their experiences within the police department. increasing outreach to young women is an important aspect of our continued drive to diversify and improve our police department. According to the New York State, division of criminal justice services, the city of Newburgh is now a state wide leader and hiring women police officers currently 22% of foreign personnel in RPD are women compared to the 16% statewide. We also have a higher percentage than both the NYPD and the New York State police. Running into some of our DPW updates in the month of March, DPW collected approximately 891 tons of solid waste and 98 tons of recycled material. DPW also issued 310 warning letters, residents were reminded to properly bag and place all their garbage in containers with lids that'll keep the water out. Sanitation rules can be found on the sanitation page of the city website. As far as city why pothole repairs, which you can see are featured on screen and March DPW work to repair various potholes on roads across the city.othole repair is a labor intensive process, accomplished by filling the pothole with hot asphalt and then repeated repeatedly tamping it down to become even with the surrounding pave. Just an update to everyone that the street sweeping has a gun as we move into spring, the city street sweepers have returned to their daily runs to facilitate street sweeping, we wash alternate side parking for more information on the regulations, you can visit the city of Newmberg, dashNY. website. Thanks for your cooperation, street sweeping helps us to maintain cleaner streets and a healthy environment for everyone. Moving into our planning on development updates, related to land, use sports approval, and the month of March, the planning board received six applications and issued three approvals, the zoning board of appeals received four applications and issued two approvals. The architectural review board received 10 applications and issued five approvals. during the month of March, as well, the planning on development department received 13 requests for informational reports, uh informational reports, detail and confirm a

properties zoning district and compliance with zoning ordinances. Just a reminder to the community that we still have these small business signed grant program, the small business signed grant program is accepting applications until June 2025. This program allows qualified city businesses to receive a reimbursement for up to $1500. for costs related to a new or an upgraded sign. Information on the program, including applications, are available in the planning and development department's webpage, under small business grant assistant, Assistant you can find this on the city website, again at our citybur dash.com, where you can scan the QR code shown on the screen. in the month of March the fire department received a total of4 calls for service three of those calls, approximately 1. point, two three percent wereastructure fires, 12 calls were for all other fires or approximately 5%, 15 calls were for nonfire hazard calls and 45% of calls were for nonfire emergency calls. Lastly, in the month of March fire department received about 38% of his calls and propalse moms and false calls. Some of the further updates from the work that's being done at the fire department featured on screen their photos from our department assist assisting the middle Oak fire district and marched the city's fire department fire services responded to the Middle Hope District for a structure fire, city of Newburgh firefighters assisted in extinguishing the fire and in addition supported overall operations on the scene. Update on our emergency medical services or response time and call data, and the month of March, emergency medical services responded to a total of 400 calls within the city with 405 dispatches made and 241 transports occurring. The average response time varied throughout the week, but Thursday having the longest average response time at seven minutes 10 seconds. Monday saw the quickest response time with an average of six minutes and 17 seconds. Just a reminder on the love your block, mini grants, Grant funding is available, so the annual l Block mini grant program has officially launched the Block Minii grant program makes funding available to community and faith-based organizations. associations and associations to facitate throughout the funding is available foring and dumpster fees, cleaning supplies, as well as food and entertainment to facilitated community block party cleanup event. If you're interested in applying, contact Nick Edward, the neighborhood stabilization coordinator, at N Edward at city of Newburghashv.s a reminder for everyone to our civic duty, primary election day is June 24th. If you have any questions regarding your voter registration status or other inquiries, please call the Orange County Board of Elections at 845360-6500. The city of Newburgh has several vacancies on its city more than commissions. Uh, tonight we would like to hire some vacancies on the human rights Commission. individuals interested in applying for the human rights Commission should apply by May 30th. For all city boards and commissions, including the Human rights Commission, you can apply on the city website, you can email completed application to boards at city of Newburgh. or you can hand deliver an application to city hall, this location, 83 Broadway. The city puts out a lot of information on the city website. If you're interested in receiving this information, you can sign up for news slash and you can receive text or email alerts or both. And we can also just continue to let the press know, I inquiries can be received by press andity of new dash MY.com. Thank you, Mayor. Thank you very much, Mr. Vinny, excellent uh city manager's update. Uh, next week go to our presentations on the on the agenda and item number six, which is a very, very exciting presentation uh recommended and and and uh by councilman Macklemore and approved unanimously, the resolution number 92– 20225, which um extends the key to the city for the reverend Dr. Richard L. Bryant and the key to the city is the highest citizenship award. uh given to uh someone of highest esteem, someone of great statue and someone of great community service, uh and usually that key to the city is um after years and years or decades of of public service and uh it is the highest award that this city council and city government offers and we don't take it lightly and we are very, very proud, excited and uh um um happy to uh bestow this upon uh, a man of great noble deeds, so if the council would join me with uh councilman Macklemore to the other side, let's give it hand for the reverend Dr. Richard L.B Bryant. All right, so once again, as I mentioned, this is the highest honor that could be given to a city, uh official, a city, uh resident, uh a citizen that uh once again has displayed uh noble deeds, uh community service and goodness to the city of Mumberg. and we proudly are presenting uh the key to the city to the reverend Dr. Richard L. Bryant, if you and your

wife or first lady would come forward and this give him a little warm round of applause The key to the city congratulations. Congratulations, Re. Yes, yes. And then we're gonna have the room of the certificate of recognition. First of all, this is um a great honor and uh I want to give a um accolades to Tara Miller as well, because she initiated this and and um pushed me to to to get this. So we had to come up with some a little bit of uh creativity. and so um, you know, I'm I'm grateful that she uh wasn't part of this as well. Also, uh the council as the mayor said, voted unanimously, there was no objection. um so it's because of your hard work, your sagacity, the prudence, the wisdom, um your community service and all of the things that you've been involved in, um over the years, over 30 plus years of sous in this community. And so then, what are you got, almost 80 years old, are you 80 years somewhere around there, some home, 81 and no, you were 74. Okay. So gone on is almost 80. Okay, all right, so, it's one of those things where you put in your time and um, we didn't we didn't want to give you something after you're gone. We wanna show you a flowers while you're living. and this is the city of Newburg and so you you've done a lot of work here and so we wanted to make sure that we give you something that would represent and it doesn't represent everything, but it represents part of what you've done for our city. and so, um as a city of Newburgh certificate of recognition to present it to Dr. Richard L.B Bryant on April 25th, 2025, and sincere recognition in heartfelt appreciation of your extraordinary lifetime of community service to the residence of the city of Newmberg beyond your remarkable tenure as the longest serving pastor in our city, your legacy reaches far alive.rough a decades of compassionate leadership and unwavering dedication, you have nourished clothe, uplifted, and inspired countless lives, your selfless acts of service stems from a deep love for the community where you were raised from South street to Coldend street to Water Street to Montgomery Street, and educated in the city of Newburgh school district. even at that suffering some health challenges, you continue to serve with passion and humility. Your influence and mobilizing residence to vote and engage civically, especially during our most recent election, which you help me and also councilman Shore and also mayor Harvey uh to get elected. And so it speaks volumes about your enduring impact, and social save station church, which has stood as a beacon a beacon and lubber for over 50 years, continues to thrive because of your leadership and legacy as you continue to serve at nearly 70some years old, I I know know exact age. um is a testament to your strength, spirit and steadfastness commitment on behalf of the entire city council and the grateful residence of Newburgh, we prily recognize your lifetime of service, honor, your legacy, and thank you for your unwavering dedication. They take a picture some be this way. Init shows that you are love, look at all the the people that are here, and they they really came out. and if y'all don't know, I grew up in so saving station, that's where I was born and raised. And so, you know, and and under Dr. Robert S. Williams and then under uh Dr. Richard Laron Brilliant. And so this is where I started, and so I'm grateful that I was able to give you guys something. Love you so much., then you say something. Well, we're a preacher. I don't seem to have the worries, but first of all, honor to the mayor and this to the city council and certainly to my distinguish godson uh, Robert Mclmore. Oh, my goodness, certainly took my wife and all of you that are here. I'm certainly honored. I'm deeply honored and touched by this demonstration of a consideration, as I expressed to a mayor earlier in little o me, but uh I I've been in Newburg for uh 74 years. and uh my grandmother brought me up here from North Carolina. I' Tario, yo. uh, when I was four years old and we'd been in so saving station serving from a child on up and so I'm certainly honored to have been selected by our church organization to appoint me as pastor and serving for 30 years and then 30 actually 33 because I served three years as interim pastor, but for this consideration by the city council by the mayor, first of all, and city council, I am deeply honored. I'm humbled by the fact that you have considered me. Thank you so much. May God bless you and God bless the city of New gold continuously. not a person of many words, but I just thank you for the love that you've shown to my husband. A lot of times you think that worthy of some things, but he's a hard worker, he loved people, he love um he love the church, and he just loved working and doing the things that the Lord had let him to do. And we ask that you continue to pray for us that we will continue to do the work that God had told us to do. Thank you so much for the love that you shown us on today. Thank

you, thank you. The may just celebrate a 60 years of marriage. 60 years. So thank you to the executive staff and also to um Maria who help um put this together. made me look good. So thank you. y'all wanna take pictures or whatever, or a matter of fact, oh, I'm sorry, guys., did you wanna say something? Oh, um I'm gonna and I and I I I've been doing this lately. but I'm gonna task, uh, the councilman, Macklemore. uh, with the duty of and I don't wanna be right by your side to lobby. We need to take this a step further and do a street naming for the re Ryan, Richard Bry I I I think he is not only deserving him his wife, but the king to the city and a specific certificate of repetition, but I think we need the name of street after this um shepd. And so I'm gonna make that recommendation publicly and um so you know, we got some work to do, I know, we got to get the council members, we got to get the executive team. and order and things that, you know, but I think between we councilmore and I, I think we can get it done. Along with our counsel, I think we can get that done because, as you said, we let us start giving people their flowers by the among the living, while they are among the living, you know, and that's super important, uh and I'm very, very impressed, uh with the work you have done and in the council members as well, and they can speak for themselves. Anyone wanna councilman, uhry? my cousin. I I'm the related to both the wife and her husband. Yeah, so, congratulations, fam, you know. mom got a kid, you got a kid now, I'm put them on my cring, but congratulations. and so it's show how our family's been involved in the city. I over seven generations. so we've been here, we're gonna be here and congratulations. I was in the hospital, I said, no, my, I gotta go down. into a meeting. I young gotta let me go. Hey, they let me go, I gotta go back up there, but congratulations, come. Um, I will make my comments very brief. I just want to say how inspiring it is to see community leaders um do what you do. You have been a pillar of the community and it's very evident by everyone that's here. and thank you for helping Newberg be the city that it is and we hope that we can continue to celebrate you and your family's achievements. Thank you so much. what is showing? Congratulations, what a celebration of your life. um this is wonderful, this is what community is all about. Everybody coming out to hold you up. I, I like this is a wonderful turnout of bad new friends. It's a very proud day for the city of New Burg. Congratulations. I can cry. I just wanted to congratulate you. You've been just a pillar in Dubberg, and I'm so happy I was there for Macklemore Square when we named it and we will be there for you as well and and I'm so proud I'm so proud to be on the council to give you this key to the city because you deserve it and look at everybody here. have a special request. I I' noticed some family members here. I know there's clergy here. Come on up and get him a photo. uh we have uh Mr. Yak, uh here from the city and uh uh Brother Ross is here. So family members, friends, uh clergy, especially. I know Marcus Gail pastor, Marcus Gilastor Peterson, um, come on up. We get a little girl. We got two great photographers here. and this one we want the day in the history books. All right. All right, no problem. Okay. Uh, thank you very much, everyone for, uh being here. That was an excellent presentation. Uh, we have one more item under presentation, item number seven. It's the public hearing for the 2024 CDBGaper, uh and is open for 15 day comment. so if people don't want to make comments tonight, they definitely have 15 day window to make comments, but we ask you to please come forward. This is a public hearing for the 2024 city BG caper, um, which the CDG CDBG is the city of Newburghm community development blockland, Fiscal year 2024 consolidated annual performance and evaluation report, which is known as the caper report. Uh, so we usually do five minutes for public hearing, right? Yes, do we have the planning what's available, she can introduce the topic? Oh, if you want, so that people. Thank you, Mr. Vinny. Yes, uh, Ali Church. Good evening. Thank you for having me. So, yes, thank you for that. um the caper is our annual plan. This is the retrospective, so we're looking back at what we accomplished the year before. um in all of your packets, um online in both English and in Spanish, there's a brief presentation that talks about it, which is generally, again, we use the calendar year, so January 1st of December 31st and we're looking at 2024's accomplishments. So one of them, uh we looked at four main categories again this year, um infrastructure improvements, economic development, general quality of life, and then again for the about the past fifth year, um uh emphasis on housing, um specifically, the projects of activities that we looked at are as follows. um In RE, again, we hire uh staff and maintain a series of city owned properties that are targeted for uh sale and

disposition as housing to city residents. So in total in the fiscal year 2024, we spent 238,000 on that specifically. We also have continued to fund our homeown our assistance program, where we supply construction materials for habitat for humanity to take emergency, especially roof repairs, but also other emergency repairs as needed. And in 2024, that came out to 21,747,000. Again, same with the last few years we focused on park improvement projects, and specifically in 2024, we wrapped up a series of splashpad improvements. so those are opened, but the spending of that fel in some of it in 2024. That's in the two playgrounds that didn't have them Xavier Lunin and uh Tyrone Crab, both in 2023, but against some funds rolled over, um got brand new splash pads. We're also moving forward with CDBG and continued to pay for the design for the totot, which is one of the items on the agenda tonight asking for a grant to get that constructed. So in total, that was about 32,000. Another project that we've continued to fund is infrastructure, specifically 888 curb and sidewalk upgrades through our complete streets program. This is we use some funds for the DPW to do this work in house. We use some funds for the engineering department to work on design for larger projects, and then we also fill in gaps as we always have with larger infrastructure projects, CDBG is able to bridge the gap and get this sidewalks repaired at the end of a project, so I'm in a sewer, something is repaired, and the street is dug up, we also get brand new sidewalks and 88 curbs from that. One of the most popular uses of the CDBG funds, in the last few years has bureau art quality of like summer film festival, national night out in other community activities. So we spend about $52,000 a year on all of those activities, um, you know, thousands of of residents come out for those cookouts and uh movies throughout the summer. We've continued to fund workforce development, priority needs um for economic development, um in 2024, this specifically was $10,000 again spent on below the line. boot camp. um a reminder that this program's on demand. So if anyone uh of your constituents or anyone who's watching at home is interested in trying, um the below the line boot camp program to work on below the line production in the film. um and you are a city resident. The city will fund that, we will fund your transportation and we can fund childcare if you need that as well. Finally, um we are required to use 20% towards in administration. This covers staff time and um Spanish interpretation, which we have tonight, um and for all of our documents is is translated as well. So that's about 150,000 and finally, I just wanna thank um we have a new staff member, we have a new um person who's writing CDBG this this year. um Daphne Labad had joined our planning team and we're very happy to have her. So anyone who hasn't met her and more than welcome to to have you uh, all sit down together. So with that'll I don't know. in this so we ask anyone if you have any public comments, uh on this particular item, uh item number seven on presentations, CDBG caper, which is the annual report, uh, and again, if you don't have a comment tonight, you can well, come on forward, tell us your name, you have five minutes, and then, uh, if you, you know, don't have a comment tonight, you have 15 days, or 15 day window to make comments on online. So, go ahead. I'm Tracy City of Newburgh. Um, my comment about it is the connection that the connectivity piece of, um the infrastructure and ADA accessibility in the city of Newburgh, um, so I see that there are projects being worked on, um the aquatic center, the top program, there are other programs that are being supported. However, the connectivity to that, when I mean connectivity is when you park on the street, or you park somewhere, it should be from I should be able to get to place to get inside and access to places such as the and other places, from my car to that facility. And so the sidewalks and and our I I feel are still not being paved, um some of the parking lots are not accessible, and um you know, I have four kids. I have set this before. I also bring my kids, friends, and oftentimes they have to run in front of me because I have to go to the nearest ramp, which is blocks away from where I need to go. Or as far as the park goes, currently and the state that it's in, um if I'm on one field, on South Williams and I need to scope to use the bathroom, I can't even go through that field because of the terrain within the fields. I have to get out, lose the parking space, which is really hard if anyone has kids that are on teams here, um and that use any of facilities if you have to go to the rec to go to the bathroom or to even the new aquatic center, I would have to move my vehicles on the other side of the park. um so all of these um from 2024 when I looked back at what was um what was on the CDBG grant, um I didn't see a lot on um as far as uh curbs, curb

cuts and sidewalk improvements. So uh my concern was for at least a 20225 in moving forward um if we're going to use um some of this grant to improve on accessibility and ADA, and that's Thank you very much, Tracy. Thomas O duly noted. Anyone else? Anyone else for public hearing for 2024 CDBGaper annual report, annual performance and evaluation report, anyone else. So there's no one else for item number seven, uh then we'll close the public hearing portion of the CDBG caper annual performance and report 2024. And we will move on to our next item, which our comments from the public regarding general matters and or uh items and matters regarding the city business. Please come forward, tell us your name, tell us if you live in a city or not. and then you have three minutes to share your comments and we will be listening. Thank you. Great, good evening evening. uh, council members., my name is Doug hubby and I am the president in chief executive officer of forepend living incorporated uh since 1987, so we've been around for a few years, first, I want to commend you on a beautiful moving, heart warming celebration of Dr. Bryan. That was just a beautiful ceremony and I feel privileged to I'll get here this evening to to feel that experience. It was very beautiful in moving, so thank you for that. I'm gonna talk about a particular statewide initiative that's being sponsored or funded by the New York State Officeental Health. It's called a youth save spaces initiative, you may have heard of it. They are funding several projects statewide. I would love nothing more than to see a project here in Noburgh and hoping I can gain your support to establish an initiative just like this. We obviously have a diverse population here in theburg, including black Latino, Algeiticu plus an immigrant communities that need our support, um and despite the vibrancy of this political city, um I it's funny because when I park on Broadway, I'm always reminded of my childhood, um in 1971, my oldest brother one, the soapbox Derby, which used to come right down the center Broad way, who was sponsored by the new JC's, um, but in other way, I traveled Newburgh is always my home. So it's just near and dear to me. um so our city has seen that share of trauma and disimbestment, high rates of poverty, homelessness, systemic, uh exclusion, um and this often means that our youth, especially ages in that age group between 12 and 24, are really faced with significant challenges or in need are support. but not consistent access to safe affirming spaces and continuous community support. So this would be a program that would respond directly to the needs of that targeted population of youth, so vision is what will proposing is to establish a dedicated trauma informed nonclinical space in Newburgh, a hardly young people can gather to learn to lead to grow and at the heart of the model is clearly diversity equity, inclusion, and accessibility of some that again because we can't say al loud enough diversity, equity inclusion, andac accessibility. youthful not only be participants in in a matter like this in a safe space for youth design, they would also be involved with cool designing theata, and the New York State opposite metal at health risk they require that there is a my time has run out. I apologize. um but there's a youth advisory board. So, you know, I believe is that youth being served by a process should also lead that process. Our programming will reflect the community byingual services, LG paintingure plus of farming practices, culturally and compent staff, and wrap around support. For mental health workshops to skill building, art, music, and recreation will meet you with over there are and will help them get to where you're going, and that's what we need to do for our youth. We'll make a commitment to hiring individuals from the city of Newburgh, and we're proposing to hire five fill time staff that were to targeted outreach and support and cooperation with searage, Mount Saint Mary College, St Luke School, by Hospital, etc., so we asking for your support for this particular project, and I have a paper I can actually leave with you that provides a little more detail, but I'm hoping that you'll support us in this endeavor. Our project, uh proposal is through on June 3, so thank you very much for the opportunity. Thank you very, M Alvey. Please need information with us we definitely will be in. Thank you very much. Anyone else Good evening, Council, Sonia G grant city of Newburg. I stand before you as a community advocate to bring to your attention a serious public safety and infrastructure concerned regarding the condition of bluestone sidewalks. One Easter Sunday I suffered a bad fall face first while walking inward one on a section of uneven and poorly maintained bluestone, while I am grateful that my very painful injuries were not more severe than God no broken bones this incident highlighted how hazardous these cyles could be for all members of our community, particularly children,

seniors, and those with mobility challenges. The historic character of the Bluestone sidewalks is a valuable part of our city's charm. However, maintaining their safety must be a top priority. I respectfully urge the city council to take immediate action to inspect repair and work with property owners to maintain these workways to prevent further accidents and ensure the wellbeing of all residents and visitors. Many of my neighbors have shared with me how they have also fallen. I am also willing to assist in any discussions on or committees that may form around sidewalk safety and improvements. I thank you for your time and for your ongoing commitment to making a safer and more welcoming committee. However, some one owes me a manicure. Now, as a community leader around you empowerment, I am pleased to announce of my family's nonprofit organization grant for a site is seeking a recipient for all 2025 NA scholarship to be announced at the Wardight in June. Over the past three years, Grant Forsight has awarded five NFL high school seniors $4,000 to towards educational advancement. The Grant Forsyship was worked as a rich the, athletic and philanthropic legacy ofowal. three high honest scholars who are now your proud and a bey along, paying in forward for others, for any information more on applications, you can visit me or contact me at Grant first site at Gmail.com. The deadline is quickly approaching. Lastly, putting on my entrepreneur hat, my envy pop culture partners and I are thankful for your commitment with supplying the fireworks for our annual 4th of July food truck festival on July 4 We are seeking licensed food truck vendors to once again support our local businesses. There would be a free rifle drawing to win $1000 grant for a small business, more information to come thank you for your time and for your opportunity for this moment. Thank you. Thank you very much.. Hello, everyone. Hello. My name is Caesar Rosin, and I'm a color store on Wayne Street, Newburgh, New York. Then I do get back events. I host art showcases for teens, and I help them sell their art. And at the neighborhood cleaned up some things like that. I've collaborated with the city council, boys and Girl Club and habitat for humanity. May 17th, I'm doing a neighborhood community party uh I named the keep being in great movement and um today I'm here looking for sponsors or anythingations to help me uh make it a little bit grander. Thank you for your time. So is your uh, what's the name of your event again, please? What is yours great movement? That's a quote that's thing that I tell everybody that I mean, like keep being great with inspirational report I talk about. Okay, and how do we get in touch with you? Um I was.. Thank you. Yep, thank you. I. Oh, my name is uh Martin Colt. I'm President of uh Colt realty and active relation products were located at 311 1st Street on the corner of the Robinson Avenue, just a center's been here for a long time and uh it's in Newburgh. so this was the former American film filter building. Activeation has been in act has been in the city of Newburgh uh since 1980. Anyway, so the reason why I'm here I'm asking that the city council consider um painting, um lines on the uh on the street, is there are signs ups, there's no parking, but being around the corner from the city courthouse, and I guess with the Georgia Park whatever is a lot of people are parking on first street, and even though we call this city the police, they come, they do ticket. They' cars. when our trucks have to go and and out we're still very it's still very difficult, so sometimes you know cars getting away and almost, you know, I guess bump in. The trucks almost bump into them. so we were thinking that if there were lines put down between the no parking signs would make a getting in our trucks getting out of the business much easier. lines were not depart, so if you allowed down to see like you see like a lines going, let's say, horizontal or whatever, anent orange, whatever. So people were because the signs are very far apart. on first Street, which is, um I brought a couple of things over here. So they're they're distance apart, so lot of times people don't see it. It's like our park are like 100 feet between the two the no parking sides that are across the street from us, so trucks can get in and out. and they're parking, you know, of course, can find this. picture now. Yeah, like so is here's one of the signs that no parking shows an arrow. The next one is like 50 feet down. So then people don't see that and they end up parking there. So it just figured there are lines on the street, like to enhance the no parking ever direction, then it would be much better for everybody. So this first street between one and what? We're basically, uh right on the corner with 9W Robinson Avenue. 211, correct. Oh, good. Thank you. Okay. Thank you. Anyone else public comments? If anyone else would come on, get online so we we kind of can gauge uh who's gonna speak if if anyone else is here, please

get online. Uh, so we'll have these two individuals if there's no one else, three individuals if there's anyone else, then we'll hear from the council. All right, thank you. Good evening council members, Michael LeBron Grind Street. In 1929, Virginia with argued in a room of one's own that women need financial and independence and personal space for men to pursue their creative careers. The second lay of the women's movement that I glew up with in the early 1970s set out to institutionalize those asirations during the calibation of the way that men want to connect. At 55 years later, progress is stalled. My own daughter, an intelligent, doubtful creative performing art as musician of the dozen hit Si to her name, two of which two of which reached number one, finds that general respect between genders is elusive, despite her success, she feels that she must choose a stealing independence over empathic companionship. Her experience is sadly not isolated. from the second way the merisated that the personal is political. Kyle Hannish is often credited with popularizing the phrase in her 1969 SO, which established in the anthology, notes from the second year when's liberation. She herself known, however, that this poor council been much organically for feminist consciousness raising groups women saw that their seemingly individual patterns were systemic issues. The frames captured the core insight that private struggles over the work, childcare personal relationships, were shaped by border stretches of political power. This concerned that a private actions can reflect and reinforce systemic power structures is why I'm here to. Our so forcesritical decisions that affect all residents. Just both my air season with many of you seeking in the election or contract assignment, I want to put this question to each of you this campaign type of question. Is the concept that the person is political, something that informs both, eh, how you mindfully conduct your personal and business life and how you engage with others, and b I forfail responsilities of your public office. Please provide concrete specific examples rather than generalizations, was discised mosophals, mis Monteote, neavy, Mr. Matmore, excuse me, Miss Martine's, Mr.iclin, Mr.etting and Mr. Nele are respectfully look forward to your individual responses. Thank you. M. Lean came looking at the question because it wasn't clear. Yeah, what kind of lost with what you you're asking. It's the concept of the personal is political assumption that informs both how you mindfully conduct your personal and business life and how you engage with others, and b how you fulfill the responsibilities of your public office, Please provide concrete specific examples rather than generalizations. you don't want to. Good evening, my name is Angelinaogitzel. I live inurn. Time of your bed, but I work in the city of yourburg, Ad Ipijipilades, 87 Lard street, and as well as wellness shines onburg, which is also located at 87 Liber Street, and this is my year the time of the year and my advertisement follow spring into yourburg a event as well as the one shines on a green event, so when I chas on event is an event I start five years ago, if he feared that we have it at a safe har grain and is the second year that we have it as a partner with all those people from the spring to Newburg, so there will be the safer, five Kavan work for the green. This is on Saturday May 10, there is still space for people to sign up if they want to walk around on that day, and it's a great way to find race for safe harbours. We have the real nations on a green, which is na event. uh where we will have a lot of different um what do we have? We have some food nutrition as you were having a bansy house, a lot of activities for the kids. It's gonna be medical, holistic, it' movement, there's uh fitness, anything. Everything is pretty much free. There is the vendors, there's also to make um to make an in light the vendors or the business, democical business we have. So the ideas is for people, the business, the wellness business to be able to promote themselves so they will be also of things that they will sell, but some of them will give like little massage for very shape of fr free. We will have piladi yoga class for free, so so to make the commun beare of what we have as far well less scenario and for the wellness for the business to be aware of what the community will need. So we hope everybody will be there. There's also the new's market, which gonna be sharing the space with, so the when they shines would be owned green itself, the market will be on liber streets, which would be close for that day. The five ks on Broadway, and we also have the art on the block on Broadway in front of here, um, in front of the new Americansile, which Eric and Jacqui will take care of. And this is also part of the short short smell business, uh, or shopall. I don't know. Schartz Newburg, I can't remember the name now, but that's where to try to put in light on Newburg, so I hope

all of you will be able to be there. So file is May 10th Everything is May 10th. Oh, everything is. It's part of spring intoos. There's the second year that we put all those events together. It's made them until to five, except for the market, it will close at 3 o'clock. So from 10 to 3? 10 to five, except for the market, the farmers's market will be 10 to three. But that's okay, I'll be here until five, so good. And we'll have a table for encouraging people to vote as well, mostly for the vote of education, probably for any of you, so I know that it's election campaigns so please come in introduce yourself to the community. Thank you. Thank you so much. If you wanna leave that material for okay, okay. All right, thank you. All right. Dennis Grant, New city of Newburgh. Uh, the last city council meeting I did may have repeated the familiar slogan. Name lie, women lie, but numbers don't lie. I must express discern when I elected officials flippantly, you slogans like these, especially given the context of the 50 liberty Street project. This project is a clear example of how an even even a wellintentioned initiative, a good project, can be numerically misrepresented. Apparent to primus, financial and community benefits, but ultimately set a setting the stage for deeper, long term problems. If we are not vigilant, we will find ourselves four years from now, sifting through a bucket of broken promises. I sincerely hope the businesses on liberty street can endure through the waiting period for these possible for this possible construction. For the immediate in the immediate future, I respectfully recommend that our mayor city council Reed how to lie with statistics. A resource I personally borrowed from my wonderful local library. It offers critical insights on such issues as statistical inadequacies, probable error, shifting proportions to mislead, the post hoc fallacy, and of course, the concept of statisticulation, which is the manipulation of statistics to misinform. A deep understanding of these concepts would equipped our city councils, city or city officials, to ask better sharper questions rather than rely on vague optimism about seeing if it works based on dense and examined numbers. Neither should pay Newberg must be rooted in truth, not friendss, anchored in principles, not performances. Our feature depends not on what nearly sounds impressive, but on what is truly substantive. We deserve leadership that prioritize integrity over slogan their slogan them, thinking. Thank you. anyone else? Tracy, come on up. Thanks. I should make a few comments. um I wanna pick you back off those Mrs. Grant's um comment on, and I'm sorry that you fell. I'm glad that you did not break your foot or your leg. um so my comment about I wanted to pick you back off Mrs. Grant because I do notice that when I AD I' oftentimes talking about myself and my kids, um but I want to really focus on that the infrastructure and how important it is for safety to fix the sidewalks and to fix the holes in the streets and the ramps and it is doesn't just affect someone in wheelchair. She's can rock and she fell right on her face and luckily she did not have any injuries that would paralyze her or worse, awake her neck or anything like that, so I'm glad that she is okay, but that is one example. She gave a very great example of how the safety people are at risk for these sidewalks that are clearly well behind in ADA infrastructure way way, way b behind so I know that we're working on parking, but I'd like to know what processor what where is the I would like to see the Xcel or the presentation on infrastructure and all the grants because of terms I hear grants and I hear infrastructure and I hear you get award for 88 infrastructure, but I don't see it. I don't see the sidewalks being repaired. I don't see the curves being fixed. I hear about projects like where money is going towards the aquaticics center. money's going towards the park. money's going towards housing and there are different projects being funded, but um as far as the access to small businesses, I would love to shop at liberty. I I' that all of the small businesses, but I can't get in there. I can't I can't get a a coffee on Liberty Street. I can't I can't go to the dry clears on Liberty Street and and I love that it's owned by, um, you know, people that live here. I would love to I would love to to visit them, but inaccessibility is a huge issue, and it's not just ADA it's it's old cobblestone streets, sidewalks. I don't understand why in 2025 we're still seeing Liberty Street, the streets broken up as much as it as much as it is, and no 88 parking that's again, just I know you're working on it now, but it's 2025. The other I didn't want to o focus on all negative. I do want to focus on positive. We go to many, many great programs, the armory, you have um Bo and Girls Club, you have many activities that many parents drop off their kids. They they engage with their community. So I do want to highlight highlight that and highlight Miss Angela for coming up and having programs and having having events. And so I also do

want to know about I know you're not calling illuminated. I don't know what you're calling it this year, but I would like some information on the big what big community event are we having in the spring of the summer that's close to illuminated so we could bring our community together? Thank you. I need to ask you permission because I know you stopped the line. Is it okay if I say something? Absolutely. Por Rosiard one. Um, I was listening to the work session like I usually didn't know matter where am in the country or the world, so I wasn't another country. I um there was listening to the portion about the sea Clark fix. So I I wasn't gonna share this, but I am. So being in the city of Nambur doing cold, a bunch of kids that were in our program over the nearest came and said,Press the Rosie, the kids need healthy food. They' being given a lot of pot to, so they noise gave us fruit. I said, okay, let's raise a bunch of money and we'll give out fresh fruit, fresh vegetables, organic cereals, milk, and everything, and we'll make these big boxes and we cur it can't skip back to kids. Sorry, I don't know if this is something we can fix, but I certainly don't want to see the city have a bunch of lawsuits, but I wanted to share something with you, so we have an SUV there was three of our chucks went out and twice a week we gave 65 boxes of groceries to just kids can get back to kids and the kids got together and they gave it to the kids and they were excited about it. We had a pile all this really delicious health organic stuff and gave it to the kids. as a result, I went had my vehicle inspected because there was so many potels at that time, terrible, foren heights were all over the city, and it was inspected and he said, it's gonna cost you almost3000 to fix the suspension on a Honda pilot, which women have never had those problems. So I went to this to the city, and I found the clean and I said, is there anyone who could help? and this is what I got from that. and so this is why I'm asking, is this something we can fix? They said, pick a pothole that dentist your suspension, but this was this was us driving on these roads every day, all these boxes of groceries. Take a p upono, I said, here's little pictures of the roads that we were on.ec a pathole, I said, this is a trick. If I pick a pothole and it wasn't claimed, there was no way the city would even consider helping with our suspension. Pick a pot hole I said I gave you the pictures and videos and put my foot in one of the pothes that I that I I I went into. as a result, we raised our own money to fix the suspension on the vehicle. It's happening again because let it does everybody know we have for boxes of groceries to people who are shut in and stuff like that, we don't make it a big deal. We don't have people standing in line for this food. We always felt that that was a little demeaning. I'd rather deliver it to the doorsteps. So only I'm doing as you bring up that topic, if there's something you can do so people who work in this city and aren't streets or killing or finances to get the cars fixed. you're right. Thank you for listening. No problem. We'll hear from the city council and hopefully uh some of the things that were presented, uh to the council, uh, we all can address. uh, so we'll first hear from council member Martinez. Thank you, Mayor Harvey and thank you to everyone who came out to tonight's meeting. So there was a lot of topics that were discussed tonight, um, a little bit about infrastructure. So we will be going over our road gating plan very soon and we actually touched base on it at the last work session. I would love to have more people come and give their input. I know that several council members and I will be advocating for specific streets, but we also need to hear from the community. um I hear a lot about Liberty Street, Liberty Street is on that plan. It is on our paving plan and we in 2028, but we want I wanna move it up. um and so I would love to have people come out and advocate for the streets that they care about. um Additionally, four people's um a little bit of context is that we have allocated the most funding for road paving. um these past couple of years. I believe that it's like $1 million that goes into re paving a lot of these roads, and if you would like a list of them, we can have that, we can share that, and I believe it's on our city website of which streets have already been repaved and come to see which ones we're planning on repaving. on top of that for sidewalk repairs, I definitely hear the concern of our residents wanting to repair our uneven sidewalks. some of the issues that I've seen is trees that have been overgrowing and then they lift up the the sidewalks or sometimes there's just crab. um a reminder that it is the property owner's responsibility to fix their sidewalks, but one thing that I would like to do and I'm sure that my colleagues would also be interested in supporting would be to use our community block grants to do sidewalk repair initiatives, to help homeowners re fix their sidewalks. I think that that would be a good

initiative to help books that maybe don't have the funds to fix their sidewalk and to maybe have some type of um study to see which areas are the most are the ones in most need of repairing. Additionally, I wanted to touch base on the one question that Mr. LeBron made. I tried I'm so sorry, I don't know if I got your question correct, but it was something along the lines about what how we divide like our personal and like professional lives here. um trying to answer it in the best way possible. We are part time, but this job is around the clock, meaning that while we only get paid for the meetings that we come to and um our budget sessions, a lot of the times we overextend ourselves to make it to events, to talk to people any meetings outside of our personal jobs with that being said, um anything really outside of this? I'm sorry, can I just have 30 more seconds? Anything outside of this is really just my colleagues and I going above and beyond to really be present and to answer people's questions. Personally for me, if you have a direct city inquiry, please email me, and if you have my personal cell phone number, a followup text is appropriate, but there are moments in times where I am not available as I am working on other issues or catching up on other work. um, but that really is just independent to me and my colleagues. But I'm happy to continue that discussion outside of this. Thank you. Thank you very much. Nice to meet hear from Councilman Macklemore. Thank you, there, um this was a a great and exhilarating um presentation on today, and so I want to thank the council, uh the executive staff, uh, as well for um helping us through this and making someone's um life a little bit better. And so thank you for uh giving the key to the city to Dr. Richard L. Bryant uh, on today. Also, a lot of times we pick and choose which events we wanna go to, um and uh I think if we're a community, we should try to go to everybody's event, um to try to support it that way, we can't come to the uh council meeting and say that there's nothing going on uh in the city in Newburgh. There are a lot of things that are happening. uh, we heard that there's an event right here. um, so sometimes we can't make it to every event, um, but there are some representatives that are there um to represent the council as well, being one on May 10th. I won't be able to uh attend because of the of um receiving the Frederick Douglas award. And so, um, yeah, so thank you. Thank you. um, but I'll be there in spirit and uh I will definitely support it. post it on social media. If you send it to me. um, do whatever I can to uh, um to enhance and get the get the word out out there. Also on um May 31st, um we're having an event called the empowered U session. This is not a religious event of spoken to uh Uf salam, uh, as well, and, uh, he is someone, uh, he's one fifth of the exonerated um the exonerated five, uh, formerly known as the Central Park five. and he will be here too in power. This is once again, not a religious event. This is a community event, and so I want everybody to know that, um, because I think it's important that when we talk about empowering our youth and empowering the adults, we're talking about overcoming the struggles that each and every one of us in our community has, and so how are we gonna live a successful life? How are you gonna overcome the trials and the test that that that you have encountered and you face? That's something that he's coming and to empower us along with um a multiple other speakers and we're giving out uh community leader, um community member, uh recognition wars as well.. Also, we've been talking about housing, some been talking about, uh, apartment complex. I'm talking about housing. um, so housing, uh knocker is is coming. for uh July 11th through the 13th. um, it's posted on my social media. I I want everybody from the city of Newburgh. Can I get 10 seconds, man. sorry. I want everybody from the city of Newburgh to make sure. I asked my cousin who works with Naka and his representatives to come in this area, and so they could not get the school district at the time, so they went to Poughkeepsie, all right? So it's at the mid Hudson Civic Center, and uh, if you are a h if you want to be a a first time homeown, please make sure that you go and see that I'll, um, reserve the rest of my comments for later, but we are in favor of home ownership. Thank you very much, uh, Max, we'll hear from council member Montei. Thank you, thank you, mayor. Um, and to continue that conversation into your point council member of Macklemore. would there be transportation to the Pepie event? Oh, okay, cause that sounds like a wonderful event, and I hope that people in the city of Newburgh take advantage of that because I'm always asked about, you know, first time home ownership and, you know, how to access grants for that, you know, the Lamb Bank is they were here a couple of weeks ago and we just uh voted to or we will be voting to uh sell a properties to

the Land Bank, and what they do is they continue to sell two family, three family homes to city of Newburgh, uh community members, and, you know, that way it's not a lot, but it it helps for first time homeuyers. So again, that would be a wonderful program to attend and get information, um, you know, if I can make it, I'll try to make it bring back whatever information they offer. A couple of things that I want comment on is uh Doug Hovvey was here tonight, um talking about a a program that he's going to be applying for a grant, uh, youth, uh safe space, uh program which will employ five full-time city of Newburgh residents. It sounds like it's a wonderful program. and of course, that's for our youth, and I would support that. There's a lot of wonderful programming going on in the city of Newburgh. I know that Matt offers a lot over at the R rec center, um, you know, I know he's got a couple of good summer programs that will be starting up, so anybody who's interested in any youth programming, please go to our city website, the rec has a lot of good information on there. and of course, the armoory's got a lot of good courses that take place every Saturday. It's a big commitment, but the programming that they do there is absolutely outstanding. a couple of comments about the CDBG grant, um the infrastructure, the ADA compliant, wondering if we can continue to set aside some of that funding for ADA sidewalk improvements so that we can continue to move forward with our paving program., you know, and looking at the paving plan, I'm a little disappointed that parts of my ward aren't gonna get paved until 2028, so I'm already out there asking, I saw the sen senator Rollisson the other day. you know, is there any way we can access any funding? Is he aware of anything, any grants that he can, you know, kind of push our way so that we can do more in terms of paving? Because I know it's expensive and we do budget a million dollars but $1 million dollars does not go long ways. and the CDBG grant program also offers sidewalk repair for homeowners as well, so as a homeowner, I would highly recommend that you take advantage of that. Thank you. Thank you very much next to hear from councilmanur. Okay, thank you. May 21st 30, we're doing Vent the same day. I oh God, don't mind me, don't mind me. So, May 30th, um his event is going to be happening, but we're invited all the children the city of New York. to come to the event and then we're gonna take them out to eat, he's gonna feed their minds and we gonna feed this stomachs and we have and phone got bouncy houses, we got food. and that's what these young men that came up and was talking about. cause me and Mark friends we started to say abouticide started to our TV. and so sherew for this on this and so he's it a young man with the world is yours on that side of town. So I have each event with doing eight events, I gave each event20. and so these young man, he paid for it as sooner for his first first for the first one. I told him you got three that he was about, save our stream and what he's going on his side is what our it came out ofised and we started to our car. And so we're still going on with some young people, you know, and once we' told stay and keep going on. And so we're gonna be doing nice, so we' hoping I'll be doing Zoom 10th and May, June, July, longest we'll do both sides will be one0 each side now. So we'll put it together, we're trying to make sure we get the kids together, join the summer and we' trying to make sure we get the parent together, we're trying to make sure we got together. and we stop with the young people. well, um creating seminized, out of the community doing. that's what that about. And the go further, I know why not just our kids need to be but outside won't thing to be saved, and I know being Mr. Garrison, like a year or two ago has talked about starting the program with some young people. and if I could get them together, with the whole bomers in the city of the homeowners worth of one blot that is coming with some fears and fixed a block. We this time we put some projects together, but we're working on some things, and we I mean we want to need help with the community, one need help in the city, what we wanna need help with everybody? Because this is our city and don't wait till something happens, much because whatever fix see at time at one time in our generation, we can fix things, but the next generation is gonna have the same problems so writing program together for them to go. So that our streets about is about saving our kids. It's about saving our housing. It's about saving our community. And it's not like I said, I hate this sound like John Cany, but it's not always what country to do you or, but what can you do for this? And so that's what we trying to make just civ everybody involved. Can I get more seconds?. Thank you, John Shore. pays me here from councilman'sars. Thank you, Mr. Man of the thank you all for

coming out tonight. Uh, earlier this month, I had toink pleasure of uh attending the 11 11th dedication of a house. I haven't had humanity. That means there are 111 new group families who are now homeowners with four more coming in May and July, uh and the South Street projects are finished at Alviesta 115. This home was on 114 William Street. congratulations to Chupef and Poria and their very young family on their home ownership. And thanks to the staff, a habitat, all of its owners, especially the volunteers for another successful home dedication. I yesterday H habitat had his annual walk for housing. this year, the event kicked off, it's a mount and focused on habitat houses north of Broadway. Uh, thanks to everyone for another great event, uh thanks to um Orange County Sheriff Department for keeping the walkers safe. and a special thanks at a new fire department staff for handing out water and treats near the end of the walk where they were very much needed. there was a great weekend of Newburgh. There were many events over the weekend, the newperhood farm. and its annual affair on COure Avenue. At the school district has family reading day, which had to be moved inside of the library because of the rain, but it was really well attended. A lot of kids there and had a lot of fun. And nobody's annual cleanup was once again held at the safe harbor screen or inside of the ridge. It's because of the rain. Thankfully it held off for a couple hours and give us a chance to get out there. Ramona, thank you once again for your efforts. It's another great event. how many years has it been now? 13 years. It's wonderful. Um the first thing I noticed when I got the Ritz was a DPW truck with maybe a dozen refrigerators already collected. Um, amazing. Uh, we focus on upper South Street nearly western edge of the city. Um, during the winter, I understand that things happen. Paper may blow off trucks, when we picked up a lot of tiny pieces of paper. All of this could be happening and unintentional during the course of the year. However, McDonald's wrappers and these two ounce blocker bottles, I picked out a couple dozen of these things after nights of road drinking, I guess. Folks led their vodka., we all lived here and we just have to do better. We cannot rely on the police to catch people who litter. The police are all the work and they have more pressing tasks to perform. Cameras are great, but they're not the answer. We just have to do better. We need to clean up in front of our hounds and please, please do not dump in our city. Thank you. We much next we hear from council member Sophocles. I'm gonna be very brief in we of time because today by the time it got to me, everything I wanted to say is already said and I don't wanna repeat. But I do wanna stress habitat for humanity. I've been a big supporter of them since Deirdre Glenn was there way back in the day. And I'm so excited that the houses on South Street are going to be done and open and homeowners are going to be in it. I think would you say about 155, 115 houses, and so that's 115 homeowners that would not have been homeowners. when it first started, I used to counsel people because sometimes people don't picture themselves as homeowners. And anybody can be a homeowner. And and that's what we have to stress, that's what habitat and what am IOco, and all these places are encouraging people. You can be a homeowner. If you pay your rent, you can pay your mortgage. and that's the whole thing, but people just have to believe that that can happen for them and it can happen for them. And if anybody wants to talk to me, I'm up at 448 Broadway and I will show you how you how you could the financially do it. And that's one of the best projects that's happened in this city, in my opinion, um is trying to make people homeowners. So anyway, that's it for me. There you go, Mayor, but you can't have all my time. vice council member Sophocles, and I believe she yielded the remaining of her time. uh, just kidding. uh, but I want to say thank you to everyone that came out, uh, especially those who had the courage to come forward and to share with us, whether it was the events that are up up and coming, uh whether there are issues, um and challenges within the city. I do want to say that, um and given, you know, Mr. George Garrison and his team, Jason Morris and his team, uh, Mr. V Vinny and uh Vinnie, the city manager, and his executive team over the last, I mean, I've been with city government for nine years, um, and every year we've done road repavement, we've done ADA compliant curbs and curb rents, which are mandated by the federal government when you look at the American disabilities Act, which is a federal legislation. uh, and one of the things I wanna say is keep in mind when you talk about the town of Newburgh or the town of New Windsor versus the city, we're walkable city, so the towns in the in the hamlets in the villages, they can mill and pave and don't have to worry about 88

compliance. But because we are a city and we are a walkable city, the ADA compliant curbs and the curb ramps alone cost more than mill and paving. It's millions of dollars to do 88 compliant curbs and curb ramps, which we know is very important as as it is required. But no one understands that this city and its infrastructure for over 50 to 100 years had not been worked on. For many years we are dealing with age old infrastructure, even if you look at and talk with Mr. Vanderburgh from the water department when there are these water main brakes and he he's out there with his men and women in the weedhouse of the morning with 32° below zero. He's out there with his team and and Jason Morris as well. And then we look at these water mains, these 30 inch water mains, these 20 inch water mains. These these these uh water mains go back to the 1850s. right? So there has been a substantial amount of money allocated and resources spent on infrastructure, and I'm I think they're doing a darn good job over the last nine to ten years with milling, paving and sidewalk and ADA compliance. So we need to say thank you to them for the ongoing hard work that you do, Mr. Garrison, Mr. Morris, uh, and Mr. Venning, um, and so we know there's more work to do, uh, and we're going to do it uh, and and we are going to continue to revitalize the city from the ground up, you know, uh you know, 32 million North interceptor project was completed. uh as we wrapped up uh 2024. That was a 32 million project. They didn't think that we could get it done. So, um, everyone's comments are duly know it, uh we are definitely going to continue full steam ahead. We're milling and paving. I do uh recommend and I said this at the work session that the paving plan be adjusted for Liberty Street because Liby Street corridor is our business corridor. It's also in the part of it is in the east historic inn. um the Hasbour House uh is a a a historical landmark which is the Washington headquarters. and I do want to encourage uh Mr. Venning to direct his team to read uh um submit when that Liberty Street, um is going to be milled and paved in and um corrected. And if it takes the council putting forth a recommendation initially and then putting forth a resolution and taking a vote on that, I think that that street has to be prioritized. I drove down it coming here to this meeting and my um my wheels almost fell off because once again, precision pipeline, there directly down the middle of the road and they've also done trenches that are perpendicular to the trenches that they've made from Redwick Street all the way to on Anne Street and I think that that road needs to be really prioritized and it needs to be moved up in the paving plan, even if we have to write a a a a resolution, the word reponi will bring forth a resolution so that we are re um scheduling that liberty Street because it is in the business corridor and there's a lot of things that are gonna be happening with the city IDA passing 50, 50 Liberty Street, um recently, and as far as the question is concerned about public private life versus uh elected official life, I don't understand the question. So I'm going to get more clarification now that, Mr. LeBron. uh, and uh, hopefully, uh in the future be able to answer it once I understand that question more. All right, I'm gonna I'm out of time. uh we're gonna go to the uh city manager's report and we'll have final comments at the end of the meeting from the city council. Mr. Vinney, thank you, Mayor. resolution number 93 dash 20225 payment and lieu of paving from Central Hudson. You have a motion for resolution 93– 20225 first motion is accepted by councilman, uh, Shakur, we have a second second second and by councilmanslars, will call in the motion, please. Council members, Martinez Mackimmore, Monti, Shore. Scholars,osophus, Mayor Harvey, resolution approved.25er fund budget adjustment. resolution, 425, first most of the accountcilment record do we have a second. second by a council member Soocles. roll call on the motion, please. Council member Martine and Macimore, Monti, Shore,olars, So the glus. Mayor Harvey, resolution approvedolution number525, 26 pine Street release of restrictive covenants. Do I have a motion for a resolution number 95 that's25 first motion sett council memberophocles, do they have a second second second by councilman's scoress,oke all in emotion, please. Council members, Martinez, I McLamore, Monti, Shakore, Scholars, Sophagles, Mayor Harvey. I'm sorry, Mayor. resolution.olution number nine62025, 63 Beacon Street,lease of restrictive covenants.olution number nine six 2025. first motion is accepted by council memberophies. We have a second. second by councilmans scores. We'll call in a motion, please. Council members of Martinez, Imore, Monti, Shakor. Scholars, philosophles, Mayor Harvey, resolution approved. Resolution number 972025 220 Gidney Avenue extension of time to close. I have a motion for a resolution number 97 that's

20225 from a first motion is set of councilman Chicago doing a second. Second? second by council member Martinez,oc call on emotionuse. Council member Martinez, Matthewmore, Monti, Shakor. Scholars,ophically yet Mayor Harvey, resolution approved.olution25, land bank transfer. revolution, resolution number 98– 20225. first motion has said that the councilmanives to have a second. Second by council member Sorates will call on a motion, please. Council members Martinez and matmore, Monti, Shore, Scholars, Sophles, Mayor Harvey, resolution approved. Resolution number 9925 of by for un accepted awarded a municipal parks and recreation grant from OPRHP. have a motion for resolution number nine nine– 20225, sub the first motion is set that the council

Outlook

Partnership with New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Fri 5/16/2025 3:20 PM
To BOEmembers@necsd.net <BOEmembers@necsd.net>

Good afternoon!

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

I am reaching out to you because we are very interested in working with students who have dropped out or are extremely far off-track in graduating in four years. We are not interested in any student who is on track. We want students who are truant, incarcerated, or formerly incarcerated, struggling with regular attendance due to hardships, newly arrived, and so much more. It is our mission to serve students who are in the bottom ten percent and have no chance of graduating on time. This is our niche, and we are very successful working with these students. I have reached out to Dr. Buon several times to further discuss our program and how we can partner with the district to serve this vulnerable group of students.

I would really love to meet with you either in person or on Zoom to discuss this further and how we may be of service to the school district and community at large. We believe that our expertise with this demographic of students can result in a close partnership that helps the school district improve its outcomes and keeps students enrolled in school with real work opportunities and training.

Please let me know a good time to discuss this further.

Best,

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Outlook

Re: Update?

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Fri 5/16/2025 9:18 AM
To Lydia Bostick <lydia.bostick@taketripsmes.org>

Great! Looking forward to it!

> On May 16, 2025, at 9:17 AM, Lydia Bostick <lydia.bostick@taketripsmes.org> wrote:
>
> External (lydia.bostick@taketripsmes.org)
>
> Report This Email FAQ Protection by INKY
>
> Hello,
>
> Sound good! Also, this will be a virtual meeting. I'm attaching a link for it under this message.
>
> Meeting with Lisa DiGaudio
> Thursday, May 22 · 4:50–5:25 PM
> Google Meet joining info
> Video call link: https://meet.google.com/sry-wszv-yat
>
> Best,
>
> Lydia Bostick
> HR Manager, Take Trips MES
> (914) 236-2477
> JOURNEYWITHUS@TAKETRIPSMES.ORG
>
> On Fri, May 16, 2025 at 8:06 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:
>> Hi there!
>>
>> I can do Thursday- is this in person?
>>
>> Let me know!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Lydia Bostick <lydia.bostick@taketripsmes.org>
Sent: Thursday, May 15, 2025 9:57 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Subject: Re: Update?

Hello Lisa,

Thanks for getting back to me! We can surely meet next week, **preferably on Th/F 4:45-6pm**.

Enjoy Atlanta!

Best,

Lydia Bostick
HR Manager, Take Trips MES
(914) 236-2477
JOURNEYWITHUS@TAKETRIPSMES.ORG

On Mon, May 12, 2025 at 11:46 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

> You were on my mind! We are waiting for the approval. I would love to continue our work regardless. I'm in Atlanta this week but can we meet next week?
>
> Best,
> Lisa
>
> > On May 12, 2025, at 10:35 AM, Lydia Bostick <lydia.bostick@taketripsmes.org> wrote:

Hello Lisa,

I know we connected back in April and had the chance to discuss future prospects. However, I wanted to know after the letter of approval, are there any next steps regarding us working together or can you possibly fill me in on what's to happen next?

Thank you.

Best,

Lydia Bostick
HR Manager, Take Trips MES
(914) 236-2477
JOURNEYWITHUS@TAKETRIPSMES.ORG

Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:13 AM
To councilmanlobiondo@townofnewburgh.org <councilmanlobiondo@townofnewburgh.org>

Good morning, Councilman LoBiondo,

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

I am reaching out to you because we are very interested in working with students who have dropped out or are extremely far off-track in graduating in four years. I am aware that charters in the past have not been widely welcomed to Newburgh, and that is understandable when communication and transparency are not in place. We want to be very clear about our motivations: we are a school system that is only interested in working with high school dropouts. We are not looking to take seats and dollars from the district by attempting to "cream" the district of high-performing students. It is quite the opposite. We are looking to serve students who have already dropped out, in the process of dropping out, and are not attending school- students who the district is more than likely not receiving aid because of these reasons.

You may be asking, "Why Newburgh?" We have a board member who is an Orange County resident, and we have had several community groups express interest in our work with at-risk youth. The Newburgh Enlarged City School District reported a 15% dropout rate to the New York State Department of Education for 2023-2024. We plan on enrolling 350 students over the potential charter term- that would not even cover all of the dropouts in the district. We know we can help reduce this number and improve the lives of these students, providing work-based learning and CTE training in Culinary Arts to start. Providing work experience and an education, as you know, will positively impact the community, with these citizens relying less on services and subsidies and avoiding further incarceration or unemployment due to their lack of training and credentials.

It is our mission to serve students who are in the bottom ten percent and have no chance of graduating on time. This is our niche, and we are very successful working with these students. I have reached out to the Newburgh City Council, Newburgh Superintendent Dr. Buon, as well as the Newburgh Armory and Orange County Migrant Education Program. I believe that our work will make a positive impact on Newburgh and be the start of a true district partnership that serves at-risk youth together. New Dawn has historically had excellent partnerships with district schools in the New York City DOE, and we fully

plan on cultivating relationships in the community as we build our application and hopefully open in September 2026.

I would really love to meet with you either in person or on Zoom to discuss this further and how we may be of service to the school district and community at large. We believe that our expertise with this demographic of students can result in a close partnership that helps the school district improve its outcomes and keeps students enrolled in school with real work opportunities and training.

Please let me know a good time to discuss this further.

Best,

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:11 AM
To councilmanmanley@townofnewburgh.org <councilmanmanley@townofnewburgh.org>

Good morning, Councilman Manley,

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

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You may be asking, "Why Newburgh?" We have a board member who is an Orange County resident, and we have had several community groups express interest in our work with at-risk youth. The Newburgh Enlarged City School District reported a 15% dropout rate to the New York State Department of Education for 2023-2024. We plan on enrolling 350 students over the potential charter term- that would not even cover all of the dropouts in the district. We know we can help reduce this number and improve the lives of these students, providing work-based learning and CTE training in Culinary Arts to start. Providing work experience and an education, as you know, will positively impact the community, with these citizens relying less on services and subsidies and avoiding further incarceration or unemployment due to their lack of training and credentials.

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I would really love to meet with you either in person or on Zoom to discuss this further and how we may be of service to the school district and community at large. We believe that our expertise with this demographic of students can result in a close partnership that helps the school district improve its outcomes and keeps students enrolled in school with real work opportunities and training.

Please let me know a good time to discuss this further.

Best,

Dr. Lisa DiGaudio
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Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:18 AM
To RMcLymore@Cityofnewburgh-ny.gov <RMcLymore@Cityofnewburgh-ny.gov>

Good morning, Councilmember McLymore,

I just wanted to follow up to a previous email I sent some time ago. Our team had the pleasure of streaming the city meeting early in May and would like to attend in person to talk about our instructional programming.

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

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I would really love to meet with you either in person or on Zoom to discuss this further and how we may be of service to the school district and community at large. We believe that our expertise with this demographic of students can result in a close partnership that helps the school district improve its outcomes and keeps students enrolled in school with real work opportunities and training.

Please let me know a good time to discuss this further.

Best,

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

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Office: 347-505-9211	*Office: 347-947-2580*

Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:14 AM
To councilmanpoliti@townofnewburgh.org <councilmanpoliti@townofnewburgh.org>

Good morning, Councilman Politi,

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

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Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:11 AM
To councilmanruggiero@townofnewburgh.org <councilmanruggiero@townofnewburgh.org>

Good morning, Councilman Ruggiero,

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

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Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:19 AM
To martinezfornewburgh@gmail.com <martinezfornewburgh@gmail.com>

Good morning, Councilwoman Martinez,

I just wanted to follow up to a previous email I sent some time ago. Our team had the pleasure of streaming the city meeting early in May and would like to attend in person to talk about our instructional programming.

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

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Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

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Office: 347-505-9211	*Office: 347-947-2580*

Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 5/21/2025 8:23 AM
To rmonteverd@gmail.com <rmonteverd@gmail.com>

Good morning, Councilwoman Monteverde,

I just wanted to follow up to a previous email I sent some time ago. Our team had the pleasure of streaming the city meeting early in May and would like to attend in person to talk about our instructional programming.

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

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Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
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Office: 347-505-9211 *Office: 347-947-2580*

Outlook

Re: Thank You!

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Thu 5/22/2025 9:26 AM
To Arthur Lorde <alorde@newburgharmory.org>

Excellent I am so excited to come and meet you. I will also be bringing Nazli Flores, she is our Director of Student Services and focuses on CTE Programming and Internship, as well as College and Career Readiness.

See you soon!

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
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Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Arthur Lorde <alorde@newburgharmory.org>
Sent: Thursday, May 22, 2025 9:13 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Subject: Re: Thank You!

External (alorde@newburgharmory.org)

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Yes that is the correct address. 321 S William Street Newburgh, NY

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Arthur Lorde | Director of facilities & Afterschool Program

a: 321 S. William Street, Newburgh, NY 12550
e: Alorde@newburgharmory.org
p: (845) 245-4035

facebook icon instagram icon

On Mon, May 19, 2025 at 9:08 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

That is perfect. Am I coming to the address underneath your signature?

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
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Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Arthur Lorde <alorde@newburgharmory.org>
Sent: Friday, May 16, 2025 3:43 PM

To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Cc: Danielle Anderson <danderson@newburgharmory.org>
Subject: Re: Thank You!

Thursday could work.. Let's aim for 2 o'clock



Arthur Lorde | Director of facilities & Afterschool Program

a: 321 S. William Street, Newburgh, NY 12550
e: Alorde@newburgharmory.org
p: (845) 245-4035

facebook icon instagram icon

On Fri, May 16, 2025 at 3:42 PM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

Hi there!

I can't do Monday, but I have availability Tuesday-Thursday of next week. Would any of those days work for you?

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Arthur Lorde <alorde@newburgharmory.org>
Sent: Friday, May 16, 2025 3:39 PM

To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Cc: Danielle Anderson <danderson@newburgharmory.org>
Subject: Re: Thank You!

Hey Lisa I can meet with you And show you around Monday at 2 pm if that works for you.



Arthur Lorde | Director of facilities & Afterschool Program

a: 321 S. William Street, Newburgh, NY 12550
e: Alorde@newburgharmory.org
p: (845) 245-4035

facebook icon instagram icon

On Fri, May 16, 2025 at 3:23 PM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

Good afternoon!

I just wanted to refresh this and see if there is a time we can connect. Thank you so much!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
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From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Thursday, May 1, 2025 7:37 AM
To: Arthur Lorde <alorde@newburgharmory.org>

Cc: Danielle Anderson <danderson@newburgharmory.org>
Subject: Re: Thank You!

Hi Arthur,

Thank you so much for letting me know- and Danielle, it is nice to e-meet you! Please let me know when we can speak and set up a meeting. We are really excited to be moving forward.

Best,

Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
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Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Arthur Lorde <alorde@newburgharmory.org>
Sent: Wednesday, April 30, 2025 5:24 PM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Cc: Danielle Anderson <danderson@newburgharmory.org>
Subject: Re: Thank You!

Good afternoon, Lisa,

Unfortunately, Chris is no longer with our agency. Danielle Anderson is our new Executive Director, and I'm sure she would love to work with you to find ways to help your organization succeed. I will add her to this email so that she can confirm her availability to meet. Once we have that, we can arrange a time to show you the facility and discuss how we can move forward.

I wish you the best of luck, and I hope you will be able to provide the amazing services that your agency offers to the youth in our community

Best regards,

On Wed, Apr 30, 2025 at 4:04 PM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

> Good afternoon!
>
> I hope all is well with you both. I wanted to share that we submitted our letter of intent to open New Dawn III in Newburgh! Thank you so much for providing us with a letter of support. We so appreciate it.
>
> While we have not gotten a response from NYSED yet, we do want to move forward with our community development. I would love to be able to meet with you in person and see your space. Hopefully, I will meet other members who might support our work. We attended the city council meeting (watched the live stream) and would like to attend their next meeting as well. Is there someone on the Council that we should reach out to directly? I sent messages to everyone, but only heard back from Councilman Sklarz, who directed me to the Board of Education. I have not heard back from anyone from the district yet.

This is the up-to-the-minute news. We have opened up a Facebook page which you can find here: https://www.facebook.com/profile.php?id=61575779821347
We will be adding a questionnaire soon.

Please let me know when I can come up to visit! Thank you so much again.

Best,
Lisa

Dr. Lisa DiGaudio
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Office: 347-505-9211 *Office: 347-947-2580*

From: Chris Lennon <clennon@newburgharmory.org>
Sent: Tuesday, April 8, 2025 1:52 PM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>; Arthur Lorde <alorde@newburgharmory.org>
Subject: Re: Thank You!

Dear Dr. DiGaudio,

Thanks so much for your time earlier today. It was great hearing about your plans for our city. After we spoke, I filled our board chairman in on your plans and he was very supportive as well. Please let us know the next time you'll be in Newburgh and we can arrange a meeting.

I attached a letter of support here. Please let us know if we can do anything else to help. Good luck with your applications!

Chris

On Tue, Apr 8, 2025 at 10:39 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

> Good morning, Arthur and Chris!
>
> It was a pleasure meeting with you this morning, and I am excited about this future collaboration. I will be in touch with dates for this month for us to come up and meet with you in person.
>
> I am attaching this sample letter of support. I really appreciate it! Please feel free to revise it as you see fit.
>
> Best,
> Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

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--



Arthur Lorde | Director of facilities & Afterschool Program

a: 321 S. William Street, Newburgh, NY 12550
e: Alorde@newburgharmory.org
p: (845) 245-4035

facebook icon instagram icon

Outlook

Re: Confirming 4:50?

From Lydia Bostick <lydia.bostick@taketripsmes.org>
Date Thu 5/22/2025 1:50 PM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>

External (lydia.bostick@taketripsmes.org)

Report This Email FAQ Protection by INKY

Hello Lisa,

We are still on for today! Also, thanks for informing me about Nazil.

See you guys soon.

Best,

Lydia Bostick
HR Manager, Take Trips MES
(914) 236-2477
JOURNEYWITHUS@TAKETRIPSMES.ORG

On Thu, May 22, 2025 at 1:47 PM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

> Hi there!
>
> Just confirming our meeting today. I have nazli Flores joining us as well she is part of our team in student services (internship, culinary, and college readiness).
>
> Thanks!
> Lisa

Outlook

Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Mon 6/2/2025 8:47 AM
To White, Christopher <Christopher.White@suny.edu>
Cc David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>

I can do either!

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: White, Christopher <Christopher.White@suny.edu>
Sent: Monday, June 2, 2025 8:44 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Cc: David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

External (christopher.white@suny.edu)

Report This Email FAQ Protection by INKY

Indeed — I hope the same for you.

That is perfect! Does Teams work? I can send you a Zoom instead if preferred.

-Chris

From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Monday, June 2, 2025 8:41 AM
To: White, Christopher <Christopher.White@suny.edu>
Cc: David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

Good morning!

Just wanted to refresh this! Does June 4th at 10:30 work?

Hope you had a great weekend!

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Lisa DiGaudio
Sent: Friday, May 30, 2025 4:12 PM
To: Christopher White <christopher.white@suny.edu>
Cc: David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

How about 6/4 10:30-11:30?

> On May 30, 2025, at 12:10 PM, White, Christopher <christopher.white@suny.edu> wrote:
>
> Absolutely! See if any of these times work on your end...
> 6/2: 9-10, 2-3, after 4
> 6/4: 10:30-11:30
> 6/5: 11:30-12:30
> 6/6: 4:30
>
> -Chris
>
> ---
>
> **From:** Lisa DiGaudio <ldigaudio@ndchsqueens.org>
> **Sent:** Friday, May 30, 2025 10:43 AM
> **To:** White, Christopher <Christopher.White@suny.edu>; David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
> **Subject:** Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration
>
> Good morning!
>
> Just wanted to check back in and perhaps have a chat next week sometime?
>
> Thanks so much!
> Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: White, Christopher <Christopher.White@suny.edu>
Sent: Friday, May 16, 2025 3:30 PM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>; David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

Thank you so much for re-upping this. It's been a week!

See if any of these times work for you:
5/20: 10:30-11, 2:30-4
5/22: After 2PM
5/29: 12:30-2
5/30: 1-2, after 4

Thank you!

-Chris

From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Friday, May 16, 2025 3:22 PM
To: White, Christopher <Christopher.White@suny.edu>; David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

Good afternoon!

I just wanted to refresh this. Thank you, and looking forward to connecting!

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: White, Christopher <Christopher.White@suny.edu>
Sent: Wednesday, May 14, 2025 11:40 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>; David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

David, thank you so much for the introduction. I would love to connect and learn more! I'm on the road right now, but will circle back with times as soon as I am back to my computer.

From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Wednesday, May 14, 2025 11:38:30 AM
To: David Frank <David.Frank@nysed.gov>; Sara Asmussen <sasmussen@ndchsbrooklyn.org>; White, Christopher <christopher.white@suny.edu>
Subject: Re: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

Good morning!

Thank you for the connection, David! It's nice to e-meet you Chris, and I would be happy to meet with you and talk further about our respective work. Please let me know when you have some time available.

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

From: David Frank <David.Frank@nysed.gov>
Sent: Wednesday, May 14, 2025 11:35 AM
To: Sara Asmussen <sasmussen@ndchsbrooklyn.org>; White, Christopher <christopher.white@suny.edu>; Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Subject: Introduction: New Dawn Charter Schools & SUNY Workforce Development Collaboration

Chris,

It was great seeing you earlier this week. As we discussed, I wanted to connect you with Dr. Sara M. Asmussen, Executive Director and Founder of New Dawn Charter Schools, and Dr. Lisa DiGaudio, Director of Curriculum and Instruction. New Dawn operates two charter high schools in New York City that serve over-age, under-credited students, with a strong focus on career preparation and postsecondary readiness. You can learn more about their model here: https://www.ndchsbrooklyn.org. It's a great school that serves some of the most vulnerable students in our state.

Dr. Asmussen and Dr. DiGaudio are now exploring a potential charter school in Orange County and are particularly interested in serving students in and around Newburgh. I recall you mentioning that you had some connections in the region, and I thought this might be a great opportunity to exchange ideas and discuss potential partnerships, particularly aligned with SUNY's mission around workforce development and upward mobility.

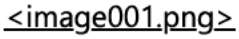
Sara, Lisa—Chris White serves as SUNY's Vice Chancellor of Workforce Development and Upward Mobility and has been an excellent thought partner on connecting education with opportunity across New York State.

Thank you all for making the time to connect. I will let you take it from here.

Best regards,

David Frank

David M. Frank
(he/him/his)
Chief of Staff
Assistant Commissioner, Education Policy
Office of the Commissioner
New York State Education Department
89 Washington Ave., Rm. 113 EB
Albany, NY 12234



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Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 6/4/2025 1:55 PM
To BOEmembers@necsd.net <boemembers@necsd.net>

Good afternoon!

I just wanted to follow up on a previous email I sent some time ago.

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

I am reaching out to you because we are very interested in working with students who have dropped out or are extremely far off-track in graduating in four years. I am aware that charters in the past have not been widely welcomed to Newburgh, and that is understandable when communication and transparency are not in place. We want to be very clear about our motivations: we are a school system that is only interested in working with high school dropouts. We are not looking to take seats and dollars from the district by attempting to "cream" the district of high-performing students. It is quite the opposite. We are looking to serve students who have already dropped out, in the process of dropping out, and are not attending school- students who the district is more than likely not receiving aid because of these reasons.

You may be asking, "Why Newburgh?" We have a board member who is an Orange County resident, and we have had several community groups express interest in our work with at-risk youth. Your district reported a 15% dropout rate to the New York State Department of Education for 2023-2024. We plan on enrolling 350 students over the potential charter term- that would not even cover all of the dropouts in the district. We know we can help reduce this number and improve the lives of these students, providing work-based learning and CTE training in Culinary Arts to start. Providing work experience and an education, as you know, will positively impact the community, with these citizens relying less on services and subsidies and avoiding further incarceration or unemployment due to their lack of training and credentials.

It is our mission to serve students who are in the bottom ten percent and have no chance of graduating on time. This is our niche, and we are very successful working with these students. I have reached out to the Newburgh City Council, Newburgh Superintendent Dr. Buon, as well as the Newburgh Armory and Orange County Migrant Education Program. I believe that our work will make a positive impact on Newburgh and be the start of a true district partnership that serves at-risk youth together. New Dawn has historically had excellent partnerships with district schools in the New York City DOE, and we fully

plan on cultivating relationships in the community as we build our application and hopefully open in September 2026.

I would really love to meet with you either in person or on Zoom to discuss this further and how we may be of service to the school district and community at large. We believe that our expertise with this demographic of students can result in a close partnership that helps the school district improve its outcomes and keeps students enrolled in school with real work opportunities and training.

Please let me know a good time to discuss this further.

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

Outlook

New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/10/2025 12:47 PM
To [redacted]

Good afternoon Melanie!

It was really nice meeting you last night at the City Council meeting. I'd love a time for us to chat. If you have any time this week, please let me know!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

Outlook

zoom link to send

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/10/2025 9:40 AM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>

Topic: Learn about New Dawn Charter High School III
Time: Jun 11, 2025 07:00 PM Eastern Time (US and Canada)
Join Zoom Meeting
https://us02web.zoom.us/j/88256777880?pwd=8bIZYw7SbD2YQ7iYHczmVFuu7cb0PO.1

View meeting insights with Zoom AI Companion
https://us02web.zoom.us/launch/edl?muid=d61e3132-16d0-484a-9d0b-52f2e2015345

Meeting ID: 882 5677 7880
Passcode: 0U9aGs

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Outlook

Re: Next steps!

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Thu 5/29/2025 2:30 PM
To Arthur Lorde <alorde@newburgharmory.org>

Thank you so much! One of us will be there for sure!

On May 29, 2025, at 2:28 PM, Arthur Lorde <alorde@newburgharmory.org> wrote:

External (alorde@newburgharmory.org)

Report This Email FAQ Protection by INKY

Good afternoon, Lisa.

I will provide you with an event space application. We are currently in the process of updating our application, and once it's ready, I will send you a copy. I look forward to possibly working with you.

I also wanted to inform you about the collaboration meeting that takes place on the second Wednesday of every month from 9:30 to 11 or 11:30 AM. The next meeting is on June 11th at the City of Newburgh Recreation Center. Several local grassroots organizations will be in attendance.



Arthur Lorde | Director of facilities & Afterschool Program

a: 321 S. William Street, Newburgh, NY 12550
e: Alorde@newburgharmory.org
p: (845) 245-4035

facebook icon instagram icon

On Tue, May 27, 2025 at 9:55 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:

> Good morning, Arthur!
>
> Once again, thank you so much for the tour of the building and grounds. We absolutely love it and are so grateful for your time!

I was hoping that you can provide me with a few connections that I should reach out to in the community so I can share our instructional programming and mission. I was also hoping that you could provide a potential rental rate sheet for September 2026 that we could include in our application, but also to think about budgeting for Year 1. We are very interested in the space.

I am hoping in the coming month, we can come back up, so Sara (our Executive Director) can see the grounds as well. Very exciting to be working on this application!

If the armory is hosting any other events that might be beneficial for us to attend to share our mission with families, please let me know- we would love to attend. Hope the rodeo was a success!!!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Outlook

Tuesday

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Thu 6/12/2025 9:35 AM
To [redacted]

Good morning!

I will be up on Tuesday morning for a meeting with the school district. If you're free, I'd love to meet up and talk more!
Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

Outlook

Re: Coming up Tuesday

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/17/2025 10:27 AM
To Arthur Lorde <alorde@newburgharmory.org>

Great on our way over!

> On Jun 17, 2025, at 10:25 AM, Arthur Lorde <alorde@newburgharmory.org> wrote:
>
> External (alorde@newburgharmory.org)
>
> Report This Email FAQ Protection by INKY
>
> Yes indeed
>
> postimage free image hosting
> image not found or was removed
>
> **Arthur Lorde | Director of facilities & Afterschool Program**
>
> **a:** 321 S. William Street, Newburgh, NY 12550
> **e:** Alorde@newburgharmory.org
> **p:** (845) 245-4035
>
> facebook icon instagram icon
>
> On Thu, Jun 12, 2025 at 9:34 AM Lisa DiGaudio <ldigaudio@ndchsqueens.org> wrote:
>
> Hey there!
>
> I have a meeting with the school district Tuesday morning. Can I drop by after and leave some flyers?
>
> Hope you're feeling better!!!
> Lisa 🙄
>
> *Dr. Lisa DiGaudio*
> *Director of Curriculum and Instruction*
> *New Dawn Charter Schools*
> *Brooklyn location:* *Queens location:*
> *242 Hoyt Street* *89-25 161st Street*
> *Brooklyn, NY 11217* *Jamaica, NY 11432*
> *Office: 347-505-9211* *Office: 347-947-2580*

Outlook

Accepted: Tentative - Lisa DiGaudio New Dawn Charter School

Organizer	Onyx Peterson <opeterson@necsd.net>
Meeting time	This event occurred 1 week ago (Tue 6/17/2025 10:00 AM - 11:00 AM)
Location	Newburgh Board of Education, 124 Grand St, Newburgh, NY 12550, USA
My response	Accepted
Required attendees	Onyx Peterson, Lisa DiGaudio
Message sent	Tue 6/10/2025 2:25 PM

Outlook

Thank you

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Tue 6/17/2025 3:03 PM
To Onyx Peterson <opeterson@necsd.net>
Cc Buon, Lisa <lbuon@necsd.net>; Janisha Crawley <JCrawley@ndchsbrooklyn.org>

Good afternoon, Ms. Peterson!

It was such a pleasure meeting with you today. I really appreciate your time considering the end of the school year. I am very excited about the prospect of our working together after preference is given to your district programs. I am confident that we will be able to get more students across the podium with a Regents diploma together!

We are going to be hosting an informational session for all stakeholders and interested members in the community next Wednesday evening (June 25th), from 6:30-7:30 pm. There will be light refreshments. I hope you'll be able to stop by and say hello again.

As we prepare our application to NYSED, I do hope that you all will be open to me including language that we met, and that while preference will be given to district level programming, NECSD will work with us and connect us to severely off-track students beginning in Fall 2026, our planned opening if we are approved. Of course, I totally understand this is all pending Dr. Buon's and the board's approval. Regardless, I do look forward to our serving OA/UC students in Newburgh!

Once again, thank you so much for your time this morning, and congratulations to your class of 2025! I hope the ceremony fills your cup as much as our ceremonies fill ours.

In partnership,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

Outlook

Re: Information Session for New Dawn III THIS WEDNESDAY!

From Dawn Wilkin <dawn.wilkin@cccsos.org>
Date Tue 6/24/2025 7:59 AM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Cc Janisha Crawley <JCrawley@ndchsbrooklyn.org>

External (dawn.wilkin@cccsos.org)

Report This Email FAQ Protection by INKY

WONDERFUL NEWS!

I am so glad to hear this! The district knowing and supporting is so crucial to the coalition leadership. Is NECSD on board? If so, I can reapproach the coalition on my end re: support for the application, etc. Please let me know. Thank you for being persistent!!

Dawn Wilkin, CPS
Director of Prevention Services
Catholic Charities of Orange, Sullivan, & Ulster
27 Matthews Street
Goshen, NY 10924
P) 845-294-5124 x1025
C) 845-754-5161

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From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Tuesday, June 24, 2025 7:55 AM
To: Dawn Wilkin <dawn.wilkin@cccsos.org>
Cc: Janisha Crawley <JCrawley@ndchsbrooklyn.org>
Subject: Re: Information Session for New Dawn III THIS WEDNESDAY!

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thanks so much! We had a great meeting with NECSD too!

On Jun 24, 2025, at 7:48 AM, Dawn Wilkin <dawn.wilkin@cccsos.org> wrote:

So glad things are moving forward!!

I will not be able to make the Wednesday evening information session but will let others know this is happening. Have a great day and good luck tomorrow night!

Dawn Wilkin, CPS
Director of Prevention Services
Catholic Charities of Orange, Sullivan, & Ulster
27 Matthews Street
Goshen, NY 10924
P) 845-294-5124 x1025
C) 845-754-5161

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From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Monday, June 23, 2025 1:48 PM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Cc: Janisha Crawley <JCrawley@ndchsbrooklyn.org>
Subject: Information Session for New Dawn III THIS WEDNESDAY!

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Good afternoon!

I hope you are well! We are really excited to be hosting an in-person information session on Wednesday, June 25th, from 6:30-7:30 pm at the Newburgh Free Library. Light refreshments will be served.

Please come on by or spread the word to your colleagues and other community stakeholders who have an interest in working with at-risk youth. We are very excited to submit our application to NYSED in July for a September 2026 opening.

We look forward to seeing you on Wednesday evening!

In partnership,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

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Outlook

Re: Meeting Space Request

From Robin Valerio - NFL <rvalerio@rcls.org>
Date Tue 6/17/2025 10:55 AM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>

External (rvalerio@rcls.org)

Report This Email FAQ Protection by INKY

Okay - I have you on our calendar for June 25, 2025, from 6:30pm - 7:30pm, using The Story Hour Room. Please clean up the space before leaving if bringing in food.

Thank you.

Robin Valerio
Principal Typist/Executive Assistant
Newburgh Free Library
124 Grand Street
Newburgh, NY 12550
845-563-3605

From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Tuesday, June 17, 2025 10:32 AM
To: Robin Valerio - NFL <rvalerio@rcls.org>
Subject: Re: Meeting Space Request

Good morning!
Just an hour 6:30-7:30

Thank you

> On Jun 17, 2025, at 10:03 AM, Robin Valerio - NFL <rvalerio@rcls.org> wrote:
>
> Hi Lisa, How long will you be needing a room on June 25th - starting at 6:30pm, ending at ??
>
> Thanks,
>
> Robin Valerio
> Principal Typist/Executive Assistant

Newburgh Free Library
124 Grand Street
Newburgh, NY 12550
845-563-3605

Outlook

Newburgh Free Library Meeting Space Request Form

From Google Forms <forms-receipts-noreply@google.com>
Date Mon 6/16/2025 3:39 PM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>

External (forms-receipts-noreply@google.com)

Report This Email FAQ Protection by INKY

Thanks for filling out Newburgh Free Library Meeting Space Request Form

Here's what was received.

Newburgh Free Library Meeting Space Request Form

Meeting rooms are available by reservation, subject to library approval. Reservation requests must be made 2 business days in advance. Patrons will be notified by email whether their reservation was approved. If you do not hear back or have any questions please call 845-563-3605. Please see our meeting room policy before submitting a request.

Email *

ldigaudio@ndchsqueens.org

Meetings must be free to attend and have no cost associated with them. Is your meeting free to attend

- (●) Yes it is free to attend
- ( ) No there's a cost associated

Name *

Dr. Lisa DiGaudio

Preferred date and time?

June 25, 2025 at 6:30 pm

Phone *

516-417-6337

Number of people needed to accommodate (Max 30) *

- ( ) 1-5
- (●) 5-10
- ( ) 10-20
- ( ) 20-30

Purpose of meeting *

New School Information Session

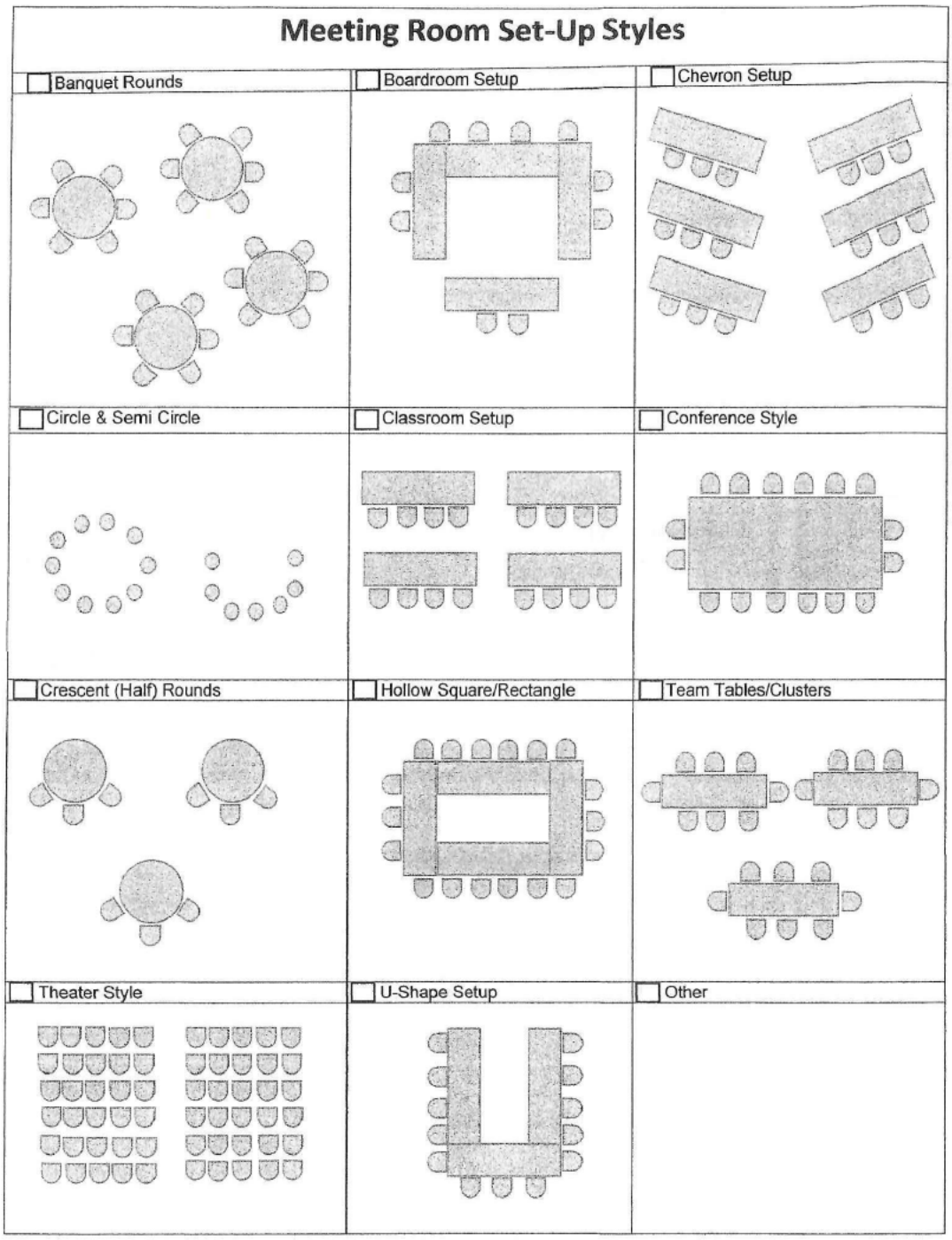
Organization or Community Group Name

New Dawn Charter Schools

Do you need to use Powerpoint? *

- ○ Yes
- ◉ No

Meeting Room Set-Up Styles



What kind of room setup would you need? How many chairs?

Team Tables/Clusters, 15 chairs

Do you have any other technology requirements?

No

Are you providing refreshments?

- (●) Yes
- ( ) No

Create your own Google Form

Does this form look suspicious? Report

Outlook

Re: New Dawn Charter High School III

From Dawn Wilkin <dawn.wilkin@cccsos.org>
Date Thu 5/1/2025 12:36 PM
To Lisa DiGaudio <ldigaudio@ndchsqueens.org>

External (dawn.wilkin@cccsos.org)

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Hi Lisa!

You were on my email list for today, you beat me to it yesterday!

I did approach the coalition who had reservations about a signed letter of support due to the district not responding. The relationship between the coalition and the district is vital and delicate at the same time. I would love to set up a time to touch base again. Any days work better for you in the coming weeks?

Dawn Wilkin, CPS
Director of Prevention Services
Catholic Charities of Orange, Sullivan, & Ulster
27 Matthews Street
Goshen, NY 10924
P) 845-294-5124 x1025
C) 845-754-5161

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From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Wednesday, April 30, 2025 4:07 PM
To: Dawn Wilkin <dawn.wilkin@cccsos.org>
Subject: Re: New Dawn Charter High School III

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Hi Dawn!

I hope all is well with you. I wanted to share an update on our progress. We have submitted our letter of intent to NYSED and are looking forward to a positive response in submitting an application. Regardless of whether we are invited for this year or next year, community development is a large part of recruitment efforts. I am hoping we can meet again so I can begin building relationships and letting families know that there were be additional options in the area for students who are at-risk.

Thanks so much and let me know when might be a good time for us to connect.

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Dawn Wilkin <dawn.wilkin@cccsos.org>
Sent: Monday, April 21, 2025 8:01 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Subject: Re: New Dawn Charter High School III

Good morning!

I just sent the information out to the coalition's leadership to review (I am also sending to my CEO for a letter of support). I am asking for a quick turnaround in regard to a letter of support by the coalition Leadership or if they would like to have a meeting to ask additional questions. Once I hear I will circle back to you...have a great day!

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From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Monday, April 21, 2025 7:58 AM
To: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Subject: New Dawn Charter High School III

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Good morning!

It was really nice speaking with you about New Dawn Charter High School III! My meetings have so far been positively received and I want to follow up with you this morning and see if you wouldn't mind signing this letter of support? Our initial letter of intent is due to Dr. Long from the NYSED Charter Office tomorrow. It would be great to include your support as we build out our application.

Thank you so much! I will be in touch again to see how we can engage with some of your families that may be seeking a second chance at earning a NYS Diploma. I am looking forward to meeting with you in person in the near future!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
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Outlook

Re: Partnership with New Dawn Charter Schools

From Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Date Wed 6/4/2025 1:40 PM
To lbuon@necsd.net <lbuon@necsd.net>

Good afternoon!

Just following up again. I look forward to hearing from you!

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Friday, May 16, 2025 3:11 PM
To: lbuon@necsd.net <lbuon@necsd.net>
Subject: Re: Partnership with New Dawn Charter Schools

Good afternoon!

I just wanted to follow up again with you. I would really like to come and meet with you to discuss our academic programming. We are passionate about serving high school dropouts, and I am certain we can be of service to your district.

Thank you!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*

Office: 347-505-9211 *Office: 347-947-2580*

From: Lisa DiGaudio <ldigaudio@ndchsqueens.org>
Sent: Monday, April 21, 2025 8:00 AM
To: lbuon@necsd.net <lbuon@necsd.net>
Subject: Re: Partnership with New Dawn Charter Schools

Good morning,

I hope you had a great spring break! I wanted to refresh this email and hope we can touch base soon!

Best,
Lisa

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools
Brooklyn location: *Queens location:*
242 Hoyt Street *89-25 161st Street*
Brooklyn, NY 11217 *Jamaica, NY 11432*
Office: 347-505-9211 *Office: 347-947-2580*

From: Lisa DiGaudio
Sent: Monday, April 7, 2025 12:10 PM
To: lbuon@necsd.net <lbuon@necsd.net>
Subject: Partnership with New Dawn Charter Schools

Good afternoon, Dr. Buon,

My name is Dr. Lisa DiGaudio, and I am a founding member of New Dawn Charter High Schools. We are a transfer high school system in New York City that solely focuses on over-aged, under-credited high school students who have already failed in school. New Dawn Charter High School, located in Brooklyn, was established in 2012, and New Dawn Charter High School II was established in 2019. Both schools have received full renewals during each cycle with the New York State Department of Education.

I am reaching out to you because we are very interested in working with students who have dropped out or are off-track in graduating in four years. We are not interested in any student that is on track. We want students who are truant, incarcerated or formerly incarcerated, struggling with regular attendance due to hardships, newly arrived, and so much more. It is our mission to serve students that are in the bottom ten percent and have no chance of graduating on time. This is our niche, and we are very successful working with these students.

I would really love to meet with you either in person or on zoom to discuss this further, and how we may be of service to the school district and community at large. We believe that our expertise with this demographic of students can result in a close partnership that helps the school district improve their outcomes and keeps students enrolled in school with real work opportunities and training.

Please let me know a good time to discuss this further.

Best,

Dr. Lisa DiGaudio
Director of Curriculum and Instruction
New Dawn Charter Schools

Brooklyn location:	*Queens location:*
242 Hoyt Street	*89-25 161st Street*
Brooklyn, NY 11217	*Jamaica, NY 11432*
Office: 347-505-9211	*Office: 347-947-2580*

Attachment 2c: Evidence of Community Support

The following documentation is in the attachment:

Letters of Support from New Dawn Parents:

- [redacted]

Letters of Support from New Dawn Students:

- [redacted]

Letters of Support from New Dawn Staff:

- Mr. Sanman Thapa, Lead Counselor
- Ms. Renu Gosala, Mental Health Counselor
- Mr. Lewis T. Bryant, Culinary Arts Instructor, CTE Programming

Letters of Community Support:

- The Red Hook Art Project
- Take Trips MES (continued support from LOI)
- Newburgh Armory (continued support from LOI)

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June 18, 2025

Dear Dr. Long,

I am writing this letter to express my support for New Dawn opening a location in Newburgh, NY. New Dawn was a tremendous help to my sons—it allowed them to thrive. The school supported them in ways we never thought were possible.

Before coming to New Dawn, my sons were struggling academically. But with New Dawn's help, they regained control of their education and were encouraged to do their very best. I am truly grateful for everything and everyone who contributed to giving my children a better educational experience.

Because of this school, they are now able to see the true potential within themselves.

Please approve the opening of this new school, because I know that students just like mine will benefit from the small class sizes, consistent support and communication, and work-based training.

Thank you.

Sincerely,

[redacted]

Dear Dr. Long,

Wed 6/18/25

I am the parent of [redacted] am writing to express my full support for the continued approval and success of this school. New Dawn has been a true blessing for my family, offering my child a second chance to thrive in an environment that understands and supports their individual needs.

What sets New Dawn apart is its genuine commitment to students who may have struggled elsewhere. The teachers and staff are compassionate, patient, and deeply dedicated to helping each student succeed, both academically and personally. My child has grown not only in their studies, but also in confidence and maturity, thanks to the nurturing environment and the personalized attention the school provides.

New Dawn offers more than just education, it offers hope. It gives students the tools they need to believe in themselves and to build a future, even when their path hasn't always been easy. As a parent, that kind of support and care is priceless.

Please continue to support and approve New Dawn Charter High School. Our community needs schools like this that believes every student deserves a second chance.

Sincerely,

[redacted]

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6.16.25

Dear Dr., Long,

My name is [redacted] and I'm a 12th grader at New Dawn Charter High School-Brooklyn location. I transferred here in March because I really wanted to make sure I could graduate on time. It hasn't been easy adjusting to a new school, but it's been worth it. I've made some really good friends, and we've supported each other a lot by encouraging each other to make it to school on time every day.

Since coming to New Dawn, I've learned a lot, not just in class, but about myself too. I've gotten better at being on time and staying focused in school without being distracted by my phone. I also feel more comfortable participating and talking with my classmates. The teachers, staff, security, and counselors have all been super helpful and supportive. They really want to see us succeed, and they've helped me stay on track with my credits so I can walk across that stage and graduate.

Another big part of my growth has come from my internship placement through school. It's given me the chance to work in the community and learn real-world skills like communication, teamwork, and responsibility. I've learned how to be more professional, and it's helped me figure out what kind of path I want to take after high school.

I really think opening a New Dawn Charter School in Newburgh would help a lot of other students like me. It would give them a second chance in a place that's supportive, caring, and focused on helping students grow. Plus, it could make a positive impact on the community and create more opportunities for teenagers like me.

I appreciate you reading my letter.

Sincerely,

[redacted]

Dear Dr. Long,

My name is [redacted] and I'm a student at New Dawn Charter High School. Right now, I have 24 credits, and I'm really proud of that because when I first started here, I barely had any. Honestly, I wasn't excited about school before, but New Dawn has made me feel different.

I have an IEP, and the smaller classes have really helped me focus and learn at my own pace. I never thought I would admit that, but now I'm starting to believe that I will graduate. The teachers are always there to help when I get stuck, and that makes a big difference.

Since coming to New Dawn, I've learned more than just school stuff. I've picked up better time management, learned how to function without my cellphone because they take them, and I've even gotten better at asking my teachers for help.

I also feel like I'm safe here, emotionally and physically. Security makes me feel protected, and the staff are easy to talk to, whether it's about school or just things that are going on in my personal life.

I really think New Dawn should open another school in Newburgh because I know there are a lot of students who feel like school isn't for them, but with the right teachers at the right school, they can turn things around. I'm proof of that.

Thank you for reading my letter.

Sincerely,

[redacted]

Dear Dr. Long,

I'm writing this letter as a student at New Dawn Charter High School. Since I've been here, I've really seen how much the teachers care and want to help us succeed. I'm about to graduate and head into the real world, and honestly, I don't think I could've done it without New Dawn. This school became like a second family to me. They supported me and my brother through some really hard times, and even when I felt like giving up on myself, they never gave up on us.

I think opening a New Dawn in Newburgh would be a great opportunity for other students who are having a hard time in regular high schools. Traditional schools can feel overwhelming, and not everyone learns the same way. New Dawn made things easier for me by explaining things in a way I could actually understand and helping me deal with both school and personal stuff.

Thank you for taking the time to read my letter.

Signed

[redacted]

Letter of Support: Newburgh Expansion

To Whom It May Concern,

I am writing this letter in support of New Dawn Charter Schools' expansion to Newburgh. Having worked at both the Brooklyn and Queens campuses for the past eight years, I've witnessed firsthand how this model can change lives when it's grounded in genuine care, structure, and the belief that every student deserves a second chance.

New Dawn has often felt like a second home to me. It's where I've built lifelong friendships, grown professionally, and been part of a staff culture that—despite many challenges—shows up for one another. In a setting like ours, that kind of peer support isn't just appreciated; it's essential to survive and thrive. I've seen students who faced immense obstacles—struggling with academics, behavior, or simply losing belief in themselves—walk across the graduation stage with pride and purpose. Their resilience, growth, and hope for the future are the moments that keep me going.

Our model prioritizes relationships—both between staff and students. We mentor, advocate, and build trust in ways that often go beyond the traditional teacher-student dynamic. Staff are also given opportunities to grow professionally through committee work, ongoing PD, and initiatives that ensure our voices are heard. In particular, leadership's support, accessibility, and resourcefulness have empowered many teachers to succeed both inside and outside the classroom.

I believe the students and families in Newburgh deserve a program like New Dawn—one committed to restorative practices, equity, and the belief that a young person's past should not define their future. If supported with care and consistency, this expansion can offer meaningful opportunities to students who have long been underserved or overlooked.

Sincerely,

Sanman Thapa
Lead School Counselor
New Dawn Charter High Schools

Renu Gosala
Mental Health Counselor
New Dawn Chater High School
Email: Rgosala@ndchsqueens.org
Cell phone : [redacted]
06-20-2025

To Whom It May Concern,

I am pleased to offer my strong support for New Dawn Charter High School, an exceptional institution that prioritizes student well-being, equity, and personal development. In my role as a mental health counselor at New Dawn, I've had the opportunity to work closely with students and firsthand observe the school's steadfast commitment to fostering a safe, inclusive, and empowering environment—particularly for those from culturally diverse, underserved or non-traditional backgrounds.

New Dawn offers students much more than traditional academic experience. Students are actively encouraged to participate in hands-on, real-world experiences, cultivate leadership and entrepreneurial abilities, and imagine futures that may have once seemed unattainable due to past hardships. The school remains dedicated to providing personalized learning plans and comprehensive support services, ensuring that every student has a meaningful opportunity to succeed, regardless of their previous and current challenges.

As a mental health counselor who prioritizes the emotional well-being of students through a lens of inclusion, collaboration, and continuous professional growth, I can proudly say that New Dawn has fostered an environment where I feel both valued and supported. Since joining the school, I have been welcomed into a community that deeply emphasizes meaningful relationships. I am especially appreciative of the leadership team, whose integrity, transparency, open communication, and responsiveness to feedback significantly enhance both staff experience and student outcomes.

In conclusion, New Dawn Charter High School is more than an educational institution—it is a space for healing, transformation, and renewed possibilities. I wholeheartedly support the school and its mission, and I deeply admire the dedication of its staff in serving and uplifting both students and their families.

Sincerely,

Renu Gosala
Mental Health Counselor

06/20/2025

Dear Dr. Long,

I am writing to express my enthusiastic support for the establishment of New Dawn Charter High School III in Newburgh, New York. As an advocate for high-quality, student-centered education, I believe that New Dawn's continued expansion will provide meaningful opportunities for young people who need alternative pathways to academic and personal success.

New Dawn Charter High School has built a strong reputation for nurturing a professional culture that is both supportive and growth oriented. The organization places a premium on investing in its teaching staff, offering generous benefits that reflect a deep respect for the essential work of educators. Teachers are empowered through common planning time, collaborative structures, and ongoing professional development that aligns school goals and individual career trajectories.

A hallmark of New Dawn's model is its commitment to leadership development among faculty. Educators are encouraged and supported to take on leadership roles within the school, further strengthening instructional delivery and fostering a sense of shared purpose. This has led to a positive and uplifting professional culture, one in which adults model the same perseverance, reflection, and collaboration expected of students.

New Dawn III will build on a foundation that emphasizes several key design elements central to student success:

Rigorous and responsive instructional programming tailored to meet students where they are;

A robust social-emotional learning (SEL) framework integrated throughout the school day;

Real-world learning through internships that connect academic content to meaningful post-secondary goals;

Comprehensive college and career readiness programming to ensure that students graduate with clear pathways;

Strong school operations and continuous improvement efforts anchored in the School Improvement Engine (SIE);

And finally, a deep commitment to professional development and staff growth that ensures teachers evolve alongside their students.

New Dawn Charter High School III is poised to become a vital resource for the Newburgh community, offering both students and educators a space where learning, leadership, and innovation are interwoven into the daily fabric of school life. I am confident that the school will provide not only a transformative educational experience for its students, but also an empowering and fulfilling professional environment for its staff.

I fully support New Dawn Charter High School III in its mission and expansion, and I look forward to seeing its positive impact on the youth and families of Newburgh.

Sincerely, Todd Bryant

10



Tiffiney V. Davis,
Co-Founder &
Executive Director

Jacqui Painter
Artistic Director

Kevin Brandes
Operations Director

Board of Directors:
Dr. Natasha Campbell, Chairperson
Heather Corbett, Co-chairperson
Crystal Harper, Treasurer
Abigail Palanca
Allison Reeves
Andrew Magnes
Annette Rose-Shapiro
Jonathan Van Dusen
Laura Vogel
Mary Waugh
Matthew Day Perez
Melanie Paul
Robin Chamberlain
Tomas Almonte

Letter of Support for New Dawn Charter High School

To Whom It May Concern,

I am writing to express my full support and deep appreciation for New Dawn Charter High School. As both a community leader and a parent, I have seen firsthand the life-changing impact this school has on its students and our neighborhood.

At the Red Hook Art Project, we have had the privilege of welcoming New Dawn students as interns. Through this partnership, these young people gain essential job readiness skills, build confidence, and develop a sense of responsibility that prepares them for life beyond the classroom. Their creativity, professionalism, and determination are a direct reflection of the education and guidance they receive at New Dawn.

On a personal note, I am proud to share that my own daughter graduated from New Dawn Charter High School with honors — at just 16 years old. Her success is a testament to the unwavering dedication of the teachers, staff, and peers at New Dawn. The school's commitment to supporting every student, no matter their path or challenges, gave my daughter the foundation she needed to excel academically and beyond.

New Dawn Charter High School is more than just a school — it is a vital support system and a second chance for so many young people. I wholeheartedly support their mission and hope others recognize the tremendous value they bring to families and communities like ours.

Sincerely,

[redacted]

Tiffiney Davis
Co-founder & Executive Director

Red Hook Art Project, Inc.
291 Van Brunt Street
Brooklyn, NY 11231-1230
EIN: 26-658925

Attachment 3 Course Descriptions

Below are the New Dawn III course offerings. This list is open to feedback on the course itself as well as developing new courses based on student and staff interests, which are always aligned with NYSED standards

Foundations of English and READ 180: ***Foundations of English and READ 180***: This is either a one- or two-semester course that all students with fewer than 10 (5 in Newburgh) accrued credits at enrollment take to fill the reading gaps. The READ 180 course follows the READ 180 curriculum, published by Houghton Mifflin Harcourt, which is a mixed-model approach. In this model, the teacher teaches a skill in a typical lesson format; students practice on an online platform and then read independently. Following the completion of the READ 180 program in Semester 1, students are placed in the Foundations of English for Semester 2. Students with 10 or fewer credits who are at grade level proceed directly to the Foundation of English for Semester 1 and are then placed in ELA 1 for Semester 2. Foundations of English focuses on the fundamental skills necessary for a proficient student in the English Language Arts, including reading, comprehension, writing, and critical thinking. This sets the foundation for our most at-risk students, those 16 or older with fewer than 10 credits.

ELA 1-4 focuses on all areas of literacy: Reading, writing, listening, and speaking, with each ELA class aligned to NYS Engage and focusing on different types of literature, both fiction and nonfiction. To accrue the eight credits needed to fulfill the English requirements, it is noted that students may receive an English credit in an advisory class when it covers the same English standards as the ELA class.

ELA 1. The focus is on students learning how to write and develop stamina in writing longer pieces. Students will investigate various media, including music, art, and movies, and conduct an inquiry-based research project in these writing experiences. This curriculum is tailored specifically to each incoming group of students and reviewed each semester based on student feedback and success with each writing task.

ELA 2. This course follows the traditional tenth-grade modules in the Common Core curriculum: Genetics of Justice, The Joy Luck Club, Frankenstein, and Long Way Down.

ELA 3. This course is a companion to the U.S. History and Government Regents course. Students study the Seminal U.S. Documents through the lens of "what does it mean to be American?" Students investigate each document through their own personal story from their point of view as an immigrant, a non-documented student, and/or a citizen. This course is reviewed each semester, supported by the Regents results in U.S. History and Gov't.

ELA 4. This course focuses on two plays: Romeo and Juliet, 12 Angry Men, and The Crucible. These are from the Common Core modules. This course is reviewed annually with student work and feedback, with the department and the principal.

ELA Regents. This course incorporates three separate activities, modeled after the focus of the ELA Common Core Regents exam: argumentative writing, literary analysis, central idea, and reading comprehension. Text varies based on student and teacher feedback and use past Regents as models.

Writing. The writing course is designed for students who need additional writing support for other classes, as well as to expand their creativity. Students focus on writing stamina using stream of consciousness, then are introduced to various forms of poetry (where they perform their original work) and end the course by preparing for college entrance writing and Regents' exams. This is also being expanded to include writing in reaction to current events.

ELL Lab class. The ELL class is tailored to meet the individual needs of each student as they acquire English skills. Students work with the ELL/MLL teacher on reading, writing, speaking, and listening strategies based on the Rewards curriculum, as well as supporting documents from the Common Core Learning Standards.

English Lab Class. This class is designed for students who require additional literacy support, particularly in reading and writing. This course is also individualized while using the exact text. An example of text used is: When Mr. Pirzada Came to Dine

Mathematics. New Dawn has been working closely with the NTN Network to design and implement curriculum aligned to the Common Core learning standards. Students take a placement exam using the Scantron series to determine where to begin their instruction within our course offerings. The curriculum is reviewed on a semester basis with the guidance of NTN consultants.

Math 180. This course is also a one or two-semester course (depending on need) that is open to students with fewer than ten (five in Newburgh) credits when enrolled or who have scored below grade level using Scantron Series testing. The Math 180 curriculum is designed to address the significant gaps in math skills that our students have and build the foundational skills necessary for success in Algebra and Geometry. The program is similar to Read 180, where students take an individual assessment to determine strengths and weaknesses; from there, the program is differentiated to meet their needs. The Math 180 curriculum is an accredited program aligned with the Common Core, and it regularly offers training and support for updates and other vital revisions.

Algebra Foundations. This course was designed as a "step up" course to Common Core Algebra I. Students whose Scantron series scores places them at or below a 7^{th} or 8^{th} grade level will sit in this course. The curriculum is based on the NTN curriculum "The Key Areas of Algebra Success (KEAS)" and is aligned to the Common Core standards.

Math Lab. This course was designed for students that have tested below the 7^{th} grade level on the Scantron series, have failed the Algebra I or Integrated Algebra Regents exam more than once, at New Dawn or in their other schools, and need support in developing their math fluency

via the Common Core standards. Students use the KEAS workbooks and other lessons from the Common Core Math Modules to rebuild fluency and prepare for the Algebra I Regents. The curriculum for this course is reviewed on a semester basis, as it is highly individualized for the small group of students who are placed in the course for support. New Dawn's NTN consultant works closely with the instructor to review student data to tailor the course to their strengths and weaknesses based on their prior scores on the Regents exams in Math.

Algebra I. This is the first half of the Algebra I Common Core Curriculum. Students work through modules 1-3 as well as the KEAS book. The curriculum is developed and reviewed annually with the NTN consultant, to ensure that math instruction between this course and the Algebra Regents course (second half of the traditional Algebra I course) builds a strong foundation in Algebra fluency.

Algebra Regents. This is the second half of the Algebra I Common Core Curriculum. Students work through modules 4-5 and then review for the Algebra I Common Core Regents exam. Students use the modules and the NTN KEAS curriculum to prepare for fluency in Algebra and ultimately pass the exam. This curriculum is reviewed annually with the NTN coach and the instructors.

Foundations of Geometry. Students in this course have passed their Algebra courses and Algebra Regents. Students in this course learn the basics of geometry using the Common Core modules and *Geometry.*

Personal Finance. Students taking Personal Finance are learning the basics of math in their personal lives. Students learn how to design a budget, balance a checkbook and to make large purchases using Consumer *Math: Personal Finance.*

Social Studies.

Global 1. The NYC Scope and Sequence is the guiding document for this course, with students learning about the world from the beginning of time to Unit 3, the Ottoman and Ming Dynasties (1600 C.E). Students use World History: Patterns of Interaction[44] textbooks for content support. The course is reviewed annually based on student feedback and work samples with the Social Studies Department and Principal.

Global 2. This course is also based on the NYC Scope and Sequence, with students learning about Europe after the Plague (approximately 1300 C.E.) to 1750, with the Age of Exploration. Students will continue to use the *Patterns of Interaction* textbook for content support.

Global 3. This course continues from Global 2, with students learning about the world after the Age of Exploration through World War II. The *Patterns of Interaction* text is used for support.

Global Regents. Students heavily prepare for the Global History and Geography Regents exam in this course. Students complete the content of the course from the aftermath of WWII to the Present Day, then go back to the beginning to review the full content of our Global courses

through the ten themes of social studies. The SS department and principal review the Global Studies course based on student feedback, work samples and regents' exams grades.

US History and Government 1. This course follows the NYC Scope and Sequence and the NYS Common Core Social Studies Framework. Students learn about the Foundations of American History through 1941 (Unit 4: Prosperity and Depression). Students also use the text *United States History* (Prentice Hall).

US History and Government Regents. This course follows US 1 and ends with students taking the US History and Gov't Regents exam. Students learn about the US from WWII to the present day and then review topic through the lens of the 10 themes of social studies.

Civics. Civics is a semester-based course. Students learn about the working of American Gov't, structured under the NYC DOE's scope and sequence. Students use the text, *Government and Politics* (Prentice Hall) for content support. This course is reviewed annually based on student feedback and work samples with the social studies department and principal.

Economics. Economics is a semester-based course. Students learn about the fundamental principles of economics, structured under the NYC DOE's scope and sequence. Students use the text, *Economics* (AGS Publishing) for content support. This course is reviewed annually based on student feedback and work samples with the social studies department and principal.

Science.

Life Science Biology 1 and 2 assess students' understanding of biological concepts, including the structure and function of living things, genetics, evolution, and ecosystems. The materials used include textbooks (*CK-12 Biology for High School* [CK-12]. Students also completed the required investigations

Earth Science 1. Students participate in units 1-5 of the NYC DOE Scope and Sequence, supported by the *Earth Science* (McDougal Little). The course is reviewed on an annual basis with student feedback, work samples and the science department with the Principal.

Earth Science Regents. Students complete the Earth Science course, learning units 6-9 of the NYC Scope and Sequence and then prepare for the Regents exam. This course is also reviewed on an annual basis with student feedback, work samples, Regents scores, and the science department with the Principal.

Forensics. This course is for students who have passed their science regents exam and are interested in expanding their knowledge of criminal investigations by focusing on collecting and analyzing samples to solve crimes. The focus is on problem solving, using technology and analytical skills to assess a crime scene environment and glean clues from difficult settings, such as collecting hair and fibers from a wet scene. Students use *Forensic Science: From the Crime Scene to the Crime* (Pearson) for content support. The course is reviewed annually with the science department, using student feedback, work samples and teacher reflection.

Projects in Anatomy. This course is for students who have passed their science Regents exam and are interested in expanding their knowledge of the human body. Students study the systems of the body in depth. Dissections are an integral part of the work. *Anatomy and Physiology* (John Wiley & Sons, Inc.) is used for content support. The course is reviewed annually with the science department, using student feedback, work samples and teacher reflection.

Horticulture. This class is offered to students who have passed Science Regents and are looking to complete their credit requirements for a Regents Diploma. Aligned to the New York State Science Standards and the Common Core Reading for Science Standards, this course will explore plants and environmental literacy through the production of a sustainable garden.

Projects in Physics. This science class is offered to students who have passed a Science Regents and are looking to complete their credit requirements for a Regents Diploma. Aligned to the New York State Standards and the Common Core Reading for Science Standards, this course explores the world of physics through tinkering. Students must create a logic model using Physics laws and formulas to create their device and hit their target. Specs must be created and supported with theory. Student teams use an inquiry approach to solve the problems they are presented with and use the recycled materials along with their knowledge of physics to present solutions.

Advisory. Advisories were developed to prepare students for college and career. As well, these advisories focus on mindfulness, social/emotional learning, and the New Dawn 3 R's of responsibility, respect, and resilience.

Foundations in Social/ Emotional Learning. This course was created for our 9th-grade intensive cohort (less than 10 credits in NYC and less than 5 in Newburg). Students work with counselors to develop work study habits, conflict resolution, social relationships, mediation skills, and build relationships with other students in their cohort. This course is taught by a counselor as sensitive topics may arise. These are the most at-risk students and need support reacclimating or acclimating to school.

Career Choices. Career choices is a course designed to help students become aware of their strengths and weaknesses, passions and desires for the future in work and school. Students develop a five-year plan that serves as a guiding document for their future career plans. The course text is Career Choices. The course is reviewed with the teachers, internship coordinators and principal on an annual basis.

Leadership and Character Development. This course continues to build on students' self-awareness of their strengths as individuals in a community in and out of school. Students learn about the personality attributes that build character and strength in times of adversity and how to overcome obstacles in personal and professional settings. The Character Development and Leadership program is the curriculum used. The course is reviewed with the teachers, internship coordinators and principal on an annual basis.

Road Trip Nation. Road Trip Nation is the next step in the process of learning how to follow through on the goals of the five-year plan developed in Career Choices and the Internship placement. Students further develop their passions for certain industry and interview professionals from that industry and then hone with the internship placement. New Dawn was a feature in the Road Trip Nation curriculum when we introduced it to our students. The course is reviewed annually with student feedback, work samples and the Principal.

DigIt. Students learn computer literacy skills through a program that enables them to earn badges when they complete tasks such as opening an email account or building a webpage. The course is reviewed on a semester basis, reviewing the data collected from badges students earned to what virtual tasks they were able to complete.

ART- Anger Replacement Training. This course is based on skill streaming where students learn specific strategies to replace their anger with appropriate actions and communication and is done through role play and scenarios. This course is taught by a school counselor who is trained in ART.

Career and College Readiness. This course was designed for high-credit juniors and seniors preparing to write college applications and apply for financial aid. Students learn to apply to schools, tour local colleges and meet admissions counselors, and apply for financial aid.

New Student Advisory. This course is designed for students who enroll later in the school year or have been out of school for a fair amount of time. Here the focus is on re-acclimating to the school environment, developing positive school habits and problem-solving obstacles that interfere with coming and staying in school.

LOTE

Spanish 1. This is a highly individualized course that follows the guidelines set forth by the NYSED's Checkpoint guides. Students use the text *Spanish is Fun: Lively Lessons for Beginners* (Amsco Publications), as well as online support materials through *Rosetta Stone.*

Spanish 2. This is a highly individualized course which follows the guidelines set forth by the NYS Department of Education's Checkpoint guides. Students use the text *Avancemos!* (Holt McDougal), as well as online support materials through *Rosetta Stone.*

As New Dawn III progresses, other languages will be added based on interest. For example, New Dawn offers Russian and Arabic while New Dawn II offers Hindi. The curriculum will include reading, writing, listening, and speaking

Art. Students use several trade texts for support and have access to varied media for expression, ranging from computer-based methods to charcoal and paint. Students view art from their perspective, using color and various mediums to create versions of themselves and representations of their feelings and thoughts within their environment.

Physical Education. New Dawn follows the *Open Schools* curriculum. New Dawn students participate in activities that promote team building, cardiovascular exercise, strength training, and mindfulness. All coursework is aligned to NYSED scope and sequence.

Health. The Health program at New Dawn is aligned to the NYSED Health Standards 175 in addition to the curriculum guidance from the NYC DOE Health Education Scope and Sequence and includes an update in social emotional learning (mental health and mental health resources) as well as a mandatory unit on AIDS education and prevention.

Internship. The Internship Seminar promotes critical thinking and research skills through reflecting on the internship placement. Students develop research questions and develop an extensive research paper that includes a reflection of their placement and its relationship to the question they developed, along with annotating research articles from outside sources to support their assertions. Students also complete an internship portfolio that includes everything needed for post-secondary life. This includes a cover letter and a resume, a thank you e-mail, interview role plays, and the Myers-Briggs career inventory.

***Internship placement*.** The internship program will start in year 2 and will be available to students who have earned more than 5 credits towards their diploma and will automatically be available to new enrollees with more than 10 (5) credits. Internships are offered throughout the local community, and the scope of those positions can range from working at a local business to a library, community organizations, and other placements such as hospitals. Internship coordinators constantly work on developing new internship sites for students to be placed in. The placements are aligned to our Advisory courses, in that career development and training in workplace skills are built through learning about role models (Leadership and Character Development) and practicing those soft skills through the interview process (Road Trip Nation).

CTE. CTE classes are aligned to the CDOS standards and scope and sequence of that specific program and must be approved by the NYSED's Office of CTE. These programs prepare individuals who want to pursue a trade while also developing essential workplace and life skills, such as problem-solving, communication, and self-advocacy. New Dawn III will begin with culinary and others as New Dawn III grows. The first CTE program (culinary) will be applied for during the first year of operation with the goal of starting in September 2027.

Culinary. This follows the Culinary Institute of America's introduction to Culinary Arts curriculum. In Intro to Culinary, students will evaluate the role of professionalism when interfacing with teammates and clientele. They will learn about the roles and responsibilities in a professional kitchen. In culinary one, students build upon their learning from the introductory course. They will learn about food safety and the necessary certifications to be engaged in professional culinary work by passing their food handler's license. In Culinary Two, students continue studying food safety and preparation. This includes international cuisine, food preparation techniques, as well as food safety and good nutrition.

The sequence to graduation is that there is no linear sequence. This is one of the reasons students have stopped attending school. Over and over, we have heard from students stating they had to repeat a whole grade due to failing several classes and having to repeat courses. One student even reported that her school told her it would take her two more years to graduate because she needed all her PE credits and that was all she needed. New Dawn was designed to alleviate those issues, thus there are no "sequence" to graduation. That said, the requirements are the same for New Dawn students as they are for the rest of the State. Below are the requirements for Newburgh students.

NDCS Graduation Credit & Regents Requirements		
Content Area	**Credits Needed**	**Regents Needed**
ELA	Total: 4	ELA Regents
Social Studies Global History & Geography US History Participation in Government Economics	Total: 4 (1 credit) (1 credit) (.5 credits) (.5 credits	 Global History & Geography Regents US History & Government Regents
Science Life Science Physical Science Life or Physical Science	Total: 3 (1 credit) (1 credit) (1 credit)	Biology Regents
Mathematics	Total: 3	Algebra Regents or Geometry Regents
World Languages	Total: 1	
The Arts	Total: 1	
Physical Education	Total: 2	
Health	Total: .5	
Electives	Total: 3.5	

While there may be no mandatory set sequence towards graduation, and we do understand pathways to graduation, all ND III students will be expected to accumulate the 22 credits in the correct content areas and pass all five Regents exams. This is reviewed every semester with every student individually. Please see attachment 3a Student and Teacher "Day in the Life" for further details.

NDCS Network has an extensive 433-page guide on Curriculum Policy and Procedures which includes course descriptions and as well as how to implement, instruct, and support teachers in their profession. Below is the Table of Contents for the guide which is available upon request.

New Dawn Charter Schools
Curriculum Policy and Procedures

Introduction ..... **Error! Bookmark not defined.**

Curriculum Guide ..... **Error! Bookmark not defined.**

- Implementing Chalk ..... **Error! Bookmark not defined.**
- Equity and Access ..... **Error! Bookmark not defined.**
  - Social-Emotional Learning ..... **Error! Bookmark not defined.**
  - Resilient Design for Learning (RDL) and Equity Centered, Trauma Informed Instructional Practices (ECT) ..... **Error! Bookmark not defined.**
  - Special Education and English Language Learners ..... **Error! Bookmark not defined.**
- Differentiation Strategies and Expectations ..... **Error! Bookmark not defined.**
- Instructional Approach ..... **Error! Bookmark not defined.**
- English Language Arts ..... **Error! Bookmark not defined.**
  - Course Progressions ..... **Error! Bookmark not defined.**
  - Course Offerings and Rationale ..... **Error! Bookmark not defined.**
  - Power Standards in English Language Arts ..... **Error! Bookmark not defined.**
    - Read 180 ..... **Error! Bookmark not defined.**
    - ELA Lab ..... **Error! Bookmark not defined.**
    - ELA Foundations ..... **Error! Bookmark not defined.**
    - ELA 1 ..... **Error! Bookmark not defined.**
    - ELA 2 ..... **Error! Bookmark not defined.**
    - ELA 3 ..... **Error! Bookmark not defined.**
    - ELA 4 ..... **Error! Bookmark not defined.**
    - ELA Regents ..... **Error! Bookmark not defined.**
    - Topics in Social Justice ..... **Error! Bookmark not defined.**

Writing (or College Writing) ..... **Error! Bookmark not defined.**
English Language Learners ..... **Error! Bookmark not defined.**
Mathematics ..... **Error! Bookmark not defined.**
Course Progressions ..... **Error! Bookmark not defined.**
Course Offerings and Rationale ..... **Error! Bookmark not defined.**
Power Standards in Mathematics ..... **Error! Bookmark not defined.**
Math 180 ..... **Error! Bookmark not defined.**
Math Lab ..... **Error! Bookmark not defined.**
Algebra Foundations ..... **Error! Bookmark not defined.**
Algebra I ..... **Error! Bookmark not defined.**
Algebra Regents ..... **Error! Bookmark not defined.**
Projects in Geometry ..... **Error! Bookmark not defined.**
Personal Finance (Financial Literacy or Financial Algebra) .. **Error! Bookmark not defined.**
Computer Literacy- Data for Daily Life ..... **Error! Bookmark not defined.**
Future Courses Based on Need ..... **Error! Bookmark not defined.**
Social Studies ..... **Error! Bookmark not defined.**
Course Progressions ..... **Error! Bookmark not defined.**
Course Offerings and Rationale ..... **Error! Bookmark not defined.**
Power Standards in Social Studies ..... **Error! Bookmark not defined.**
Global History and Geography 1 ..... **Error! Bookmark not defined.**
Global History and Geography 2 ..... **Error! Bookmark not defined.**
Global History and Geography 3 ..... **Error! Bookmark not defined.**
Global History and Geography 4 (Global Regents) ..... **Error! Bookmark not defined.**
United States History and Government ..... **Error! Bookmark not defined.**
United States History and Government Regents (US Regents) ..... **Error! Bookmark not defined.**
Civics ..... **Error! Bookmark not defined.**
Economics ..... **Error! Bookmark not defined.**
Science ..... **Error! Bookmark not defined.**
Course Progressions ..... **Error! Bookmark not defined.**
Course Offerings and Rationale ..... **Error! Bookmark not defined.**
Power Standards in Science ..... **Error! Bookmark not defined.**

Living Environment 1 (after Fall 2026, all courses will be named Biology)**Error! Bookmark not defined.**
Living Environment Regents (Biology as of January 2025) .. **Error! Bookmark not defined.**
Forensics ..... **Error! Bookmark not defined.**
Horticulture..... **Error! Bookmark not defined.**
Projects in Chemistry ..... **Error! Bookmark not defined.**
Projects in Physics..... **Error! Bookmark not defined.**
Astronomy..... **Error! Bookmark not defined.**
Nutritional Science..... **Error! Bookmark not defined.**
Future Course Development..... **Error! Bookmark not defined.**
Advisories..... **Error! Bookmark not defined.**
Course Progressions..... **Error! Bookmark not defined.**
Course Offerings and Rationale ..... **Error! Bookmark not defined.**
Power Standards in the Advisory Program..... **Error! Bookmark not defined.**
A.R.T. ..... **Error! Bookmark not defined.**
Career Choices ..... **Error! Bookmark not defined.**
College and Career Readiness..... **Error! Bookmark not defined.**
Digital Literacy..... **Error! Bookmark not defined.**
Foundations in Social Emotional Learning..... **Error! Bookmark not defined.**
IGNITE Civics and Advocacy ..... **Error! Bookmark not defined.**
Leadership and Character Development ..... **Error! Bookmark not defined.**
Mindfulness and Yoga..... **Error! Bookmark not defined.**
Resiliency and Obstacles..... **Error! Bookmark not defined.**
Road Trip Nation ..... **Error! Bookmark not defined.**
SEL Through Art..... **Error! Bookmark not defined.**
LOTE ..... **Error! Bookmark not defined.**
Course Progressions..... **Error! Bookmark not defined.**
Course Offerings and Rationale ..... **Error! Bookmark not defined.**
Power Standards in LOTE..... **Error! Bookmark not defined.**
Hindi ..... **Error! Bookmark not defined.**
Arabic ..... **Error! Bookmark not defined.**
Spanish 1 ..... **Error! Bookmark not defined.**
Specials..... **Error! Bookmark not defined.**

Course Progressions ..... **Error! Bookmark not defined.**
Course Offerings and Rationale ..... **Error! Bookmark not defined.**
Power Standards in the Specials Classes ..... **Error! Bookmark not defined.**
Art ..... **Error! Bookmark not defined.**
Art History ..... **Error! Bookmark not defined.**
Health ..... **Error! Bookmark not defined.**
Physical Education ..... **Error! Bookmark not defined.**
Internship and Internship Seminar ..... **Error! Bookmark not defined.**
Internship Program ..... **Error! Bookmark not defined.**
Internship Research Seminar ..... **Error! Bookmark not defined.**
Revision Process and Schedule ..... **Error! Bookmark not defined.**
Culinary Arts ..... **Error! Bookmark not defined.**
Closing Remarks ..... **Error! Bookmark not defined.**
Remote and Hybrid Learning Resources ..... **Error! Bookmark not defined.**
Public Broadcasting ..... **Error! Bookmark not defined.**
Digital Resources- Multiple Content ..... **Error! Bookmark not defined.**
Digital Resources – Special Education ..... **Error! Bookmark not defined.**
Digital Resources – English Language Learners ..... **Error! Bookmark not defined.**
Digital Resources- The Arts ..... **Error! Bookmark not defined.**
Digital Resources- ELA/Literacy ..... **Error! Bookmark not defined.**
Digital Resources- Math ..... **Error! Bookmark not defined.**
Digital Resources- Social Studies ..... **Error! Bookmark not defined.**
Digital Resources- Science ..... **Error! Bookmark not defined.**
Digital Resources- Health and PE ..... **Error! Bookmark not defined.**
Digital Resources- LOTE ..... **Error! Bookmark not defined.**
Digital Resources- Advisory ..... **Error! Bookmark not defined.**
Professional Learning Opportunities ..... **Error! Bookmark not defined.**
Digital Resources ..... **Error! Bookmark not defined.**
In-person Resources ..... **Error! Bookmark not defined.**
Appendix I: Course Proposal Form ..... **Error! Bookmark not defined.**
Appendix II: Lesson Plan Template Exemplar and Explanation ..... **Error! Bookmark not defined.**

Attachment 3a Student and Teacher "Day in the Life"

As discussed in the application, New Dawn Charter Schools serves a population that is over-aged and under-credited. To best serve this group of students, we must recruit, employ, and retain staff who are determined to serve this vulnerable population effectively and are open to learning and receiving feedback while teaching. All New Dawn Charter School teachers and staff must believe that all students can learn and be successful, regardless of their past experiences in previous schools and other entities. All students who enroll at New Dawn Charter Schools are offered a new start, where they can learn and graduate with a high school diploma.

To begin their educational journey at ND III, students will meet with a "scheduler". During this meeting the scheduler will review the student's audit sheet (the Data Specialist has entered all the student's existing credits into a format that outlines exactly what the student needs to graduate, including Regents exams). The scheduler then determines exactly what the student needs to graduate. Except for Regents classes, no class ever repeated. This is students are not placed in "grades" and why there is not a linear progression from one grade to the next. The student may not need any more Science classes but has yet to pass one math class. This student's schedule will reflect this; no science classes and maybe two math classes that support each other. Students are not scheduled for subjects where their credit requirements have been met. The exception is that if the student needs to pass a Regents exam and they have fulfilled all their credit requirements, they still must take that class to ensure they pass the exam.

For students, after obtaining an individualized schedule, a day in life depends on what cohort they are placed in. ND III, just like NDCHS (Brooklyn) and ND II (Queens), has three cohorts: A week, B week, and C week. The C-week cohort consists of 9th-grade students who require intensive support and attend their academic classes every week throughout the academic year. For students placed in either A week or B week, that week becomes their academic week, and the other week becomes their internship week. For example, a student assigned to A week reports to their academic classes during that week and to their internship placement during B week. For a student assigned to B week, that student reports to school for their classes during B week and to their Internship Placement during A week.

All students who attend school on any given day are greeted in a welcoming manner at the front door. We utilize PBIS practices to ensure that students are greeted with positivity as they enter the school, allowing them to observe and practice pro-social behaviors. School Leaders and security personnel are present at the front desk, modeling positive behavior and engagement to set the tone for the day. As soon as students transition from one period to the next, the same PBIS and progressive discipline policy is consistently followed by all

staff, fostering an environment of mutual trust. This is necessary as many of our students are disconnected from their education and have little to no trust in it due to previous experiences. New Dawn staff must work diligently to break those barriers and re-establish trust. At New Dawn Charter Schools, students know that all staff members genuinely care about them and want the best outcomes.

During their academic week, students are enrolled in core classes and one-on-one advisory classes. The core classes are in English Language Arts, Mathematics, Sciences, PE, Health, Art, and Social Studies, including Global History, US History, Civics, Economics, Advisories, and Electives, depending on their credit needs. All students are enrolled in an advisory course every semester that supports their Social-Emotional Development and Post-Secondary Readiness. During a student's Internship week, students work with Internship Coordinators on college & career readiness & skills training to complete their Internship Portfolio. Once they have completed the Internship Training, students are placed at an Internship Site and report to their internship site while working on a college-level Internship Seminar Research Paper that ties together their internship experience and academic studies.

Mentoring is a vital aspect of New Dawn Charter Schools culture. Students will regularly meet with their mentors to check in on their progress and to discuss their concerns both academically and in the Internship Program.

For teachers collaborating with the Chief of Academics (current Director of Curriculum and Instruction) and the principal to develop the curriculum and lesson plans for their classes, as well as the content to be taught, is a key design element (PD & Staff Growth). For a school like ND III, teachers will be encouraged to think innovatively about their teaching practices so that they can effectively teach students who face numerous day-to-day challenges in their academic and personal lives. Due to the nature of the school population, teachers' primary goal is to develop trusting relationships with their students, enabling them to teach effectively. Teachers focus not only on the content at hand but also on their students' social and emotional well-being, as well as their mental and physical well-being. Through the PBIS program, teachers are empowered to provide students with positive feedback, aligning it with the school's vision: the 3Rs, as described above.

The school day for teachers begins at 9 a.m., with either teaching or a prep period, depending on the teacher’s schedule. The school day consists of 8 periods, each 50 minutes long, with the 5th period reserved for lunch—which will be 40 minutes at ND III. All teachers have five instructional periods, lunch, and two prep periods. Teachers spend their days welcoming students into their classroom, providing a holistic environment where students can learn the content necessary for credit completion, as well as working on their

SEL skills. Teachers use the workshop model in their classrooms, allowing students to work independently and in groups to enhance their learning. Each period starts with a Do-Now, which includes a review of previous lessons or an introduction to a new lesson. The next is a ten- to fifteen-minute mini-lesson, with the rest of the period spent on students working independently or in small groups. All teachers conclude the lesson by having students complete an exit slip or a short assignment related to the day's lesson. During their prep periods, teachers have the opportunity to work on lesson plans, grading, and other responsibilities. Teachers have a lunch period where they can relax and have lunch either outside or in the staff lounge. New Dawn staff are a close-knit community, and many spend their lunch periods together in the staff lounge. At the end of the day, once students leave at 3:45 p.m., staff spend the last hour of the day on administrative work. Depending on the day of the week, teachers either co-plan, attend Professional Development, meet with their Professional Learning Communities (PLCs), or have staff meetings.

As it is apparent, a typical day at New Dawn Charter Schools is unlike any traditional school, which works well with our population. Just like NDCHS and ND II, ND III will provide students and its staff with an environment that is welcoming, close knit, with a focus on learning, teaching, socializing and a focus on accomplishments, no matter its size. Students will come to the building to learn and will be greeted with positivity and a group of administrators, teachers and support staff who are there to truly support their students, and who have a passion for teaching this group of vulnerable students.

Attachment 4: New Dawn Charter High School III Code of Conduct and Discipline Policy (modified from NDCS Policy to meet page requirements)

I. Overview

New Dawn Charter High School's full Code of Conduct and Discipline Policy has been approved by the New York State Department of Regents. Below is a summary.

Effective discipline occurs when it is applied immediately and appropriately at the time and place of the incident, and when it is seen by students as fair and unbiased. School staff are encouraged to use discipline only when truly necessary and to prioritize helping students develop self-discipline. When disciplinary measures are needed, they will be enforced with consistency, fairness, and firmness to effectively influence student behavior.

At New Dawn, discipline is considered an essential component of the learning experience. Many students who face challenges in traditional school settings may need additional time and guidance to understand expectations and build trust with authority figures. Therefore, discipline at New Dawn typically follows a progressive model, meaning initial infractions generally result in milder consequences than repeated offenses. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. When determining a consequence, many factors are taken into consideration: length of enrollment, social/ emotional factors, the antecedent of the situation, and if the student has an identified disability and how that influenced the behavior. This is then aligned to our list of infractions, and a consequence is then given with the emphasis on the learning process. It should be noted that if the incident is severe and is considered a crime, the legal process will take over.

In situations where a student's behavior may be connected to a known or suspected disability, the matter will be referred to the Committee on Special Education. Any disciplinary action must align with the specific guidelines set forth in Article VIII of the Code of Conduct and the Discipline Policy, in compliance with the Individuals with Disabilities Education Act (IDEA). Students with identified disabilities cannot be disciplined for behaviors that are a direct result of their disability.

The purpose of our Discipline Policy is to maintain a safe environment for both students and staff, support a focused and distraction-free learning setting, and safeguard school property and facilities. Additionally, the guidelines are set so that no individual or behavior interferes with their right to a quality education. All students enrolled in ND are expected to follow the same structures as most high schools such as dressing appropriately, no use of drugs and alcohol, use of appropriate language, no bullying or intimidating behaviors, no use of electronic devices and cannot bring any weapon or anything that can be deemed as a weapon.

II. Infractions

- Level 1 – Uncooperative/Noncompliant Behavior- Examples are: cutting classes, bringing items to school in violation of school policy, not being in their assigned place on school premises, behaving in a manner that disturbs the educational process, disrespectful behavior, using school electronic devises without permission, posting or distributing material on school premises in violation of school rules.

- Leve 2- Disorderly Behavior-Examples are: Smoking and/or use of electronic cigarettes and/or possession of matches or lighters**,** gambling**,** profane, obscene, vulgar, lewd or abusive language or gestures**,** lying or giving false information to, and/or misleading school personnel**,** misusing property belonging to others**,** inappropriate use of electronic technology (e.g., unauthorized audio/video recording)**,** leaving class or school premises without permission of supervising school personnel

- Leve 3 – Disruptive Behavior-Examples are: Defying or disobeying the lawful authority or directive of school personnel that substantially disrupts the educational process, entering or attempting to enter, or leave, the school building without authorization, using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability, shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior, throwing an object or spitting at another person, engaging in gang-related behavior, tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or electronic means, engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others, knowingly possessing property belonging to another without authorization.

- Level 4 – Aggressive or Injurious/Harmful Behavior- Examples are: Engaging in sexual conduct including comments and innuendos both verbal and non-verbal on school premises or at school-related functions of students or staff, engaging in an act of coercion or threatening violence, injury or harm to another or others, engaging in or causing disruptive behavior which creates a substantial risk of or results in injury, engaging in harassing**,** bullying behavior in any form- written, verbal and/or electronic, possessing controlled substances or prescription medications without appropriate authorization, falsely activating a fire alarm or other disaster alarm including threats of, recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury, inciting/causing a riot, possessing or selling any weapon, Engaging in harassing**,** intimidating and/or bullying behavior, including verbal, written and cyber.

- Level 5– Seriously Dangerous or Violent Behavior- Examples are: starting a fire, using force against, or inflicting or attempting to inflict serious injury against school personnel or school security, planning, instigating, or participating with another or others, in an

incident of group violence, gang related activity in any form, engaging in any physical sexual aggression, selling any drug or alcohol, possessing or selling any weapon, using a weapon do cause bodily harm, possessing or using a firearm.

III. Dignity for All /Students Act (DASA)

New Dawn Schools fully adhere to the Dignity for All Students Act (DASA), ensuring that every student is treated with respect and dignity. The school has a strict zero-tolerance policy for any form of bullying, harassment, or discrimination. This includes actions based on a person's actual or perceived race, color, weight, national origin, ethnicity, religion, religious practices, mental or physical abilities, sexual orientation, gender identity, or sex. Harassment, whether verbal, physical, or through the environment, is strictly prohibited. The aim of this policy is to help students understand what constitutes harassment, bullying, and discrimination; to make clear that such behavior is unacceptable; and to outline how to report incidents of this nature.

ND encourages all students, staff, and faculty members to report any instances of bullying, harassment, or discrimination, regardless of who is involved. All reports will be thoroughly investigated, and appropriate and necessary corrective actions based on the findings.

Students who feel they have been the target of bullying, harassment, or discrimination—or who have witnessed such behavior—are urged to report it immediately. Likewise, any staff member who witnesses or is informed of such incidents is required to report the matter to the DASA Coordinator. Contact information and an anonymous reporting form are available on the school's website. ND is committed to addressing and resolving any issues of harassment or discrimination quickly and thoroughly. Once a report is received, ND will begin an investigation, which may include speaking with the person who filed the complaint, the individual accused, witnesses, and reviewing any relevant documents or evidence.

As with our progressive discipline policy ND develops interventions and support for students that are either a target of bullying or are the aggressors based on the investigation. This includes counseling, reflection forms, restorative practices, training, conflict, mediation, and suspensions.

ND is fully compliant with all Federal and State mandates surrounding DASA.

IV. Discipline, Suspensions, Consequences and Due Process:

Students who are found to have violated the School's Code of Conduct and Discipline Policy may be subject to the following penalties starting with a verbal warning, written, long or short-term suspension or expulsion. In alignment of our progressive discipline policy, the following supports are implemented before a suspension: Intervention by mental health staff, individual/group counseling, peer mediation, behavior contract, restorative practices, behavioral progress reports, transfer (with parent consent), referrals to community-based organizations and mental health agencies.

The level of due process a student receives prior to receiving a disciplinary consequence is determined by the seriousness of the penalty. Regardless of the type or severity of the infraction, school personnel authorized to assign disciplinary actions must inform the student of the alleged violation and conduct an appropriate investigation into the incident. Every student will be given the chance to explain their perspective before any disciplinary action is taken. Statements from students and staff may be collected either verbally or in writing. If the disciplinary consequence goes beyond a verbal warning, written notice to the student's parent or guardian will be sent home along with due process procedures outlined in our Code of conduct and in

Often with our students and part of our progressive discipline, students often benefit from leaving school for the remainder of the day as a “reset”. This is often due to a student facing many outside issues which often interfere with them performing to the best of their abilities. This is a conversation with the student, staff and a parent before the student is sent home and not considered a suspension.

A short-term suspension is considered 10 days or less and a long term 11 days or more.

For students that receive a short-term suspension will have the incident recorded in writing with a full investigation along with evidence related to the incident. The parent or guardian is then notified by phone or e-mail within 24 hours with the letter stating the summary of the incident, Code of Conduct Violation and an invitation to a meeting at the school.

All recommendations and referrals shall be made in writing unless the referral requires immediate attention. If the referral is verbal, a written report is to be prepared as soon as possible by the staff member recommending suspension. The principal, upon receiving the referral for suspension, shall gather the facts relevant to the matter and record them for a presentation. Parents or guardians will be notified first by phone then by a letter sent by certified mail. The letter will state the description of the incident, the Code of Conduct Violation, description of the event, a date for a school meeting, dates for the suspension, and a re-entry plan for the student. If this is a long-term suspension, the same process above is followed along with a disciplinary hearing by an impartial hearing officer. If the hearing officer deems the suspension is warranted, arrangements will be made for alternate instruction. Parents have the right to appeal against any decision and will follow the process outlined in ND’s Discipline Policy and in section IV of the full document.

Removal of a student with a disability may constitute a change in the student’s placement. If a student with an IEP is under a long-term suspension or has cumulative suspensions for more than 10 days, the school will notify the Committee on Special Education and follow the process for a Manifestation Determination Review (MDR) to determine if the infraction is based on the student’s disability. If the CSE determines that the student’s behavior was a manifestation of his or her disability, the student may return to School. A Functional Behavioral Assessment (FBA) will be conducted with a behavioral intervention Plan (BIP) developed for the student. If the

infraction is not a manifestation, the suspension will be served. The student will receive their IEP services along with their instruction of 3 hours a day.

V. Permanent Suspension or Expulsion

Permanent suspension or expulsion is considered only in exceptional cases, specifically when actions present a serious, potentially life-threatening risk to the safety of other students, school staff, or individuals on school grounds or at school-sponsored events. A full investigation is conducted into the disciplinary process for a long-term suspension followed with formal records kept. Again, the parents can appeal any decision made and will follow the appeal process outlined in ND discipline policy.

VI. Weapons on School Property

In accordance with the Gun-Free Schools Act, any student, other than a student with a disability, found guilty of bringing a firearm (as defined in 18 U.S.C. § 921(a)) onto school property will be subject to expulsion from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing as set forth in this section.

VII. Appeal Process for Disciplinary Actions and/or Grievances

The Discipline Policy and Code of Conduct is distributed to parents and guardians once every year and upon enrollment in New Dawn Charter Schools and is located on each school's website. The appeal process is as follows for any suspension within 30 days: A letter in writing to the Board of Trustees, Trustees determine next steps, if the parent does not agree then they may appeal that decision the New York State Department of Education Charter School Office. The following information needs to be included: A written statement, signed by the person filing the complaint, the requirement of law or regulation being violated and the related issue, problem, and/or the concern, all information/evidence supporting the complaint and a written with a statement describing the nature of the corrective action desired.

If a parent has a complaint about how Due Process was implemented, they may appeal using the same process as above.

Attachment 4a – Sample Weekly Student Schedule

As stated in the application, students are scheduled for classes based on their credit needs and not by grade level. The only exception to this is our C Week Cohort, as this group of students are those with less than 5 credits and need the most intensive support. This schedule is for students in C Week with fewer than 5 credits who does not need remediate supports in ELA & Math:

Student #1 Fall 2026 – Intensive Grade 9 Program (No Remediation)						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Foundations in SEL	Foundations in SEL	Foundations in SEL	Foundations in SEL	Foundations in SEL
2	9:53 - 10:43	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
3	10:46 - 11:36	Global 1	Global 1	Global 1	Global 1	Global 1
4	11:39 - 12:29	Biology 1	Biology 1	Biology 1	Biology 1	Biology 1
5	12:29 - 1:07	**LUNCH**				
6	1:10 - 2:00	ELA 1	ELA 1	ELA 1	ELA 1	ELA 1
7	2:03 - 2:53	PE	PE	PE	PE	PE
8	2:56- 3:46	ART[1]	ART	ART	ART	ART

Student #2 Fall 2026 – Intensive C Week Program (Remediation)						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Foundations in SEL	Foundations in SEL	Foundations in SEL	Foundations in SEL	Foundations in SEL
2	9:53 - 10:43	US Hist 1	US Hist 1	US Hist 1	US Hist 1	US Hist 1
3	10:46 - 11:36	Math 180	Math 180	Math 180	Math 180	Math 180
4	11:39 - 12:29	READ 180	READ 180	READ 180	READ 180	REA 180
5	12:29 - 1:07	**LUNCH**				
6	1:10 - 2:00	Biology 1	Biology 1	Biology 1	Biology 1	Biology 1
7	2:03 - 2:53	PE	PE	PE	PE	PE
8	2:56- 3:46	ART	ART	ART	ART	ART

[1] ART is Aggression Replacement Training.

The following is the schedule for the spring semester for each of the students above. Schedules will be based on how many, if any, remediation courses the student has completed.

Student #1 Spring 2027 – Intensive Grade 9 Program (No Remediation)						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Fndts SEL	Fndts SEL	Fndts SEL	Fndts SEL	Fndts SEL
2	9:53 - 10:43	Algebra Regents	Algebra Regents	Algebra Regents	Algebra Regents	Algebra Regents
3	10:46 - 11:36	Global 2	Global 2	Global 2	Global 2	Global 2
4	11:39 - 12:29	Bio Regents	Bio Regents	Bio Regents	Bio Regents	Bio Regents
5	12:29 - 1:07	**LUNCH**				
6	1:10 - 2:00	ELA 2	ELA 2	ELA 2	ELA 2	ELA 2
7	2:03 - 2:53	Art	Art	Art	Art	Art
8	2:56- 3:46	Career Choices	Career Choices	Career Choices	Career Choices	Career Choices

Student #2 Spring 2027 – Intensive Grade 9 Program (Remediation)						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Fndts SEL	Fndts SEL	Fndts SEL	Fndts SEL	Fndts SEL
2	9:53 - 10:43	US Hist Reg	US Hist Reg	US Hist Reg	US Hist Reg	US Hist Reg
3	10:46 - 11:36	Math 180	Math 180	Math 180	Math 180	Math 180
4	11:39 - 12:29	Read 180	Read 180	Read 180	Read 180	Read 180
5	12:29 - 1:07	**LUNCH**				
6	1:10 - 2:00	Bio Reg	Bio Reg	Bio Reg	Bio Reg	Bio Reg
7	2:03 - 2:53	Health	Health	Health	Health	Health
8	2:56- 3:46	Career Choices	Career Choices	Career Choices	Career Choices	Career Choices

The next schedule is for a 20-year-old student, who enrolled with 29 credits, has fulfilled all 33 credit requirements, and has a waiver in Global History Regents. She has attempted the other 4 Regents but has not passed. She is a senior (17+ credits) with a projected graduation date of June.

Student #3 Fall 2026 – > Credits Student						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	US Hist Reg	US Hist Reg	US Hist Reg	US Hist Reg	US Hist Reg
2	9:53 - 10:43	Alg I Reg	Alg I Reg	Alg I Reg	Alg I Reg	Alg I Reg
3	10:46 - 11:36	Bio Reg	Bio Reg	Bio Reg	Bio Reg	Bio Reg
4	11:39 - 12:29	ELA2	ELA2	ELA2	ELA2	ELA2
5	12:29 - 1:07	**LUNCH**				
6	1:10 - 2:00	Coll/Car Readiness	Coll/Car Readiness	Coll/Car Readiness	Coll/Car Readiness	Coll/Car Readiness
7	2:03 - 2:53	ELL ELA Regents	ELL ELA Regents	ELL ELA Regents	ELL ELA Regents	ELL ELA Regents
8	2:56-3:46	Math Lab	Math Lab	Math Lab	Math Lab	Math Lab

This is a 19-year-old student with 9 credits, who has passed all Regents except for the ELA.

Student #4 Fall 2026 – B Week Student						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Personal Finance	Personal Finance	Personal Finance	Personal Finance	Personal Finance
2	9:53 - 10:43	R&O[2]	R & O	R&O	R&O	R&O
3	10:46 - 11:36	Horticulture	Horticulture	Horticulture	Horticulture	Horticulture
4	11:39 - 12:29	Civics	Civics	Civics	Civics	Civics
5	12:29 - 1:07	**LUNCH**				
6	1:10 - 2:00	PE	PE	PE	PE	PE
7	2:03 - 2:53	ELA Lab	ELA Lab	ELA Lab	ELA Lab	ELA Lab
8	2:56-3:46	ELA Reg	ELA Reg	ELA Reg	ELA Reg	ELA Reg

[2] Intellispark Curriculum- Resiliency and Obstacles Advisory

Attachment 4b – Sample Weekly Teacher Schedule

All teachers have two prep periods of 50 minutes each and a 40 minute lunch. From 4:00-5:00 staff attend PD, departmental meetings, PLCs, and reach out to parents and students. During the weekly lunch duty every six weeks, teachers eat and play games with students. Teachers meet once a week with the principal to review instruction and curriculum.

Math Teacher #1 Fall 2026						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Prep	Prep	Prep	Prep	Prep
2	9:53 - 10:43	Algebra Regent	Algebra Regents	Algebra Regents	Algebra Regents	Algebra Regents
3	10:46 - 11:36	Math 180	Math 180	Math 180	Math 180	Math 180
4	11:39 - 12:29	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
5	12:29 - 1:07	**LUNCH (Must do lunch duty for one week every six weeks)**				
6	1:10 - 2:00	Math 180	Math 180	Math 180	Math 180	Math 180
7	2:03 - 2:53	Prep	Prep	Prep	Prep	Prep
8	2:56 - 3:46	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
	4:00 – 5:00	Calling parents & mentees	Department Meeting	Professional Development	PLC meetings	School Culture

ELA Teacher #2 Fall 2026						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	ELA 1	ELA 1	ELA 1	ELA 1	ELA 1
2	9:53 - 10:43	READ 180	READ 180	READ 180	READ 180	READ 180
3	10:46 - 11:36	Prep	Prep	Prep	Prep	Prep
4	11:39 - 12:29	ELA Regents	ELA Regents	ELA Regents	ELA Regents	ELA Regents
5	12:29 - 1:07	**LUNCH (Must do lunch duty for one week every six weeks)**				
6	1:10 - 2:00	ELA 1	ELA 1	ELA 1	ELA 1	ELA 1
7	2:03 - 2:53	Prep	Prep	Prep	Prep	Prep
8	2:56 - 3:46	READ 180	READ 180	READ 180	READ 180	READ 180
	4:00 – 5:00	Calling parents & mentees	Department Meeting	Professional Development	PLC Meetings	School Culture

ELL Teacher #3 Fall 2026						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Push-In ELA 1	Push-In ELA 1	Push-In ELA 1	Push-In ELA 1	Push-In ELA 1
2	9:53 - 10:43	Prep	Prep	Prep	Prep	Prep
3	10:46 - 11:36	Push-In Math 180	Push-In Math 180	Push-In Math 180	Push-In Math 180	Push-In Math 180
4	11:39 - 12:29	ELL Class	ELL Class	ELL Class	ELL Class	ELL Class
5	12:29 - 1:07	**LUNCH (Must do lunch duty for one week every six weeks)**				
6	1:10 - 2:00	Push-In Writing	Push-In Writing	Push-In Writing	Push-In Writing	Push-In Writing
7	2:03 - 2:53	Prep	Prep	Prep	Prep	Prep
8	2:56 - 3:46	Push-In READ 180	Push-In READ 180	Push-In READ 180	Push-In READ 180	Push-In READ 180
	4:00 – 5:00	Calling parents & mentees	Department Meeting	Professional Development	PLC meetings	School Culture

SPED Teacher #4 Fall 2026						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Push-In ELA 4	Push-In ELA 4	Push-In ELA 4	Push-In ELA 4	Push-In ELA 4
2	9:53 - 10:43	Push-In ELA Regents	Push-In ELA Regents	Push-In ELA Regents	Push-In ELA Regents	Push-In ELA Regents
3	10:46 - 11:36	Prep	Prep	Prep	Prep	Prep
4	11:39 - 12:29	Push-In READ 180	Push-In READ 180	Push-In READ 180	Push-in READ 180	Push-In READ 180
5	12:29 - 1:07	**LUNCH (Must do lunch duty for one week every six weeks)**				
6	1:10 - 2:00	Push-In ELA 4	Push-In ELA 4	Push-In ELA 4	Push-In ELA 4	Push-in ELA 4
7	2:03 - 2:53	Reading Lab	Reading Lab	Reading Lab	Reading Lab	Reading Lab
8	2:56 - 3:46	Prep	Prep	Prep	Prep	Prep
	4:00 – 5:00	Calling parents & mentees	Department Meeting	Professional Development	PLC Meetings	School Culture

New Dawn II will be a full inclusion school using an ICT model, just like NDCHS. Special Education (SPED) teachers and ELL teachers will push into classes. These schedules will be based on the needs of the students in the class and change every semester as students are scheduled.

Science Techer #5 Fall 2026

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 - 9:50	Biology 1	Biology 1	Biology 1	Biology 1	Biology 1
2	9:53 - 10:43	Horticulture	Horticulture	Horticulture	Horticulture	Horticulture
3	10:46 - 11:36	Biology 1	Biology 1	Biology 1	Biology 1	Biology 1
4	11:39 - 12:29	Prep	Prep	Prep	Prep	Prep
5	12:29 - 1:07	**LUNCH (Must do lunch duty for one week every six weeks)**				
6	1:10 - 2:00	Biology Reg	Biology Reg	Biology Reg	Biology Reg	Biology Reg
7	2:03 - 2:53	Prep	Prep	Prep	Prep	Prep
8	2:56 - 3:46	Horticulture	Horticulture	Horticulture	Horticulture	Horticulture
	4:00 – 5:00	Calling parents & mentees	Department Meeting	Professional Development	PLC meetings	School Culture

Global Teacher #6 Fall 2026						
Period	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	9:00 - 9:50	Prep	Prep	Prep	Prep	Prep
2	9:53 - 10:43	Global 1	Global 1	Global 1	Global 1	Global 1
3	10:46 - 11:36	Global 1	Global 1	Global 1	Global 1	Global 1
4	11:39 - 12:29	Global Regents	Global Regents	Global Regents	Global Regents	Global Regents
5	12:29 - 1:07	**LUNCH (Must do lunch duty for one week every six weeks)**				
6	1:10 - 2:00	Prep	Prep	Prep	Prep	Prep
7	2:03 - 2:53	Global Regents	Global Regents	Global Regents	Global Regents	Global Regents
8	2:56 - 3:46	Global 1	Global 1	Global 1	Global 1	Global 1
	4:00 – 5:00	Calling parents & mentees	Department Meeting	Professional Development	PLC Meetings	School Culture

NEW DAWN CHARTER SCHOOLS

School Calendar 2026 - 2027

Dates	Purpose	Number of Days
August 17-28, 2026	Staff Report – PD	Professional Development - 10
August 24-31, 2026	Vacation	Vacation – 6 (School Closed)
September 1, 2026	Labor Day	Holiday – 1
September 2-18, 2026	All Report – Quarter 1; Fall Semester	13 School Days
September 2, 2026	Quarter 1; Fall Semester Starts	
September 21, 2026	Yom Kippur	Holiday – 1
September 22–October 9, 2026	School in Session	14 School Days
October 12, 2026	Indigenous People/Italian Heritage Day	Holiday-1
October 13-November 2, 2026	School in Session	15 School Days
November 3, 2026	Election Day/Remote Instruction	1 School Day
November 4-10, 2026	School in Session	5 School Days
November 6, 2026	End of Quarter 1	
November 9, 2026	Start of Quarter 2	
November 11, 2026	Veterans Day Holiday	Holiday-1
November 12-25, 2026	School in Session	10 School Days
November 26-27, 2026	Thanksgiving Holiday	Holiday-2
November 30-December 18, 2026	School in Session	15 School Days
December 21-24, 2026	Vacation	Vacation-4 (School Closed)
December 25, 2026	Christmas - Observance	Holiday-1
December 26-31, 2026	Vacation	Vacation - 4 (School Closed)
January 1, 2027	New Year's	Holiday-1
January 4-15, 2027	School in Session	10 Schools Days
January 15, 2027	End Quarter 2	
January 18, 2027	MLK Holiday	Holiday-1
January 19-22, 2027	Regents Exams	4 School Days
January 25-February 12, 2027	School in Session	15 School Days
January 25, 2027	Quarter 2; Spring Semester	
February 15, 2027	President's Day	Holiday – 1
February 16-19, 2027	Mid-Winter Break Vacation	Vacation - 4 (School Closed)
February 22-March 31, 2027	School in Session	28 School Days
March 31, 2027	End Quarter 3	
April 1, 2027	Passover	Holiday-1
April 2, 2027	Good Friday	Holiday-1
April 5-9, 2027	Spring Break Vacation	Vacation - 5 (School Closed)
April 12-May 14, 2027	School in Session	25 School Days
April 12, 2027	Quarter 4	
May 17, 2027	Eid al-Fitr	Holiday-1
May 18-28, 2027	School in Session	9 School Days
May 31, 2027	Memorial Day	Holiday-1

June 1-15, 2027	School in Session	11 School Days
June 15, 2027	End Quarter 4; Spring Semester	
June 16-25, 2027	Regents	8 School Days
June 25, 2027	Last Day of School	
June 28-July 2, 2027	Vacation	Vacation – 5 (School Closed)
July 5, 2027	July 4th	Holiday-1
July 6-August 20, 2027	School in Session	34 School Days
August 20, 2027	End of Summer Semester	
August 23-24, 2027	Regents	2 School Days
August 24, 2027	Last day of school	
August 25-31, 2027	Vacation	Vacation – 4 days

Total: 32 days' vacation
15 days' holidays
183 Sept-June School
36 July-Aug School
219 Total School

Application: New Dawn Charter High School III

Sara Asmussen - sasmussen@ndchsbrooklyn.org
New Charter School Applications

Summary

ID: 0414704514
Status: Full Application Review
Last submitted: Jul 7 2025 01:14 PM (EDT)

Table 1: Applicant Group Information

Completed - Apr 22 2025

Applicant Instructions

Ia. Applicant Group Members: Using **Table 1**, provide the name, contact information, current employment, the current or prospective role, and the relevant experience, skills, and/or qualifications in the proposed school for all members of the applicant group, which includes the initial proposed board of trustees and any known proposed school employees. Table 1 is a fillable table within the portal.

Table 1: Applicant Group Information

Must include a minimum of 5 members proposed as Trustees

Ia. Applicant Group Information

The term “applicant group” includes those actively participating in the planning of the application to establish the proposed charter school; those individuals who will comprise the initial board of trustees; and those individuals (if any) who will become school employees. (Employees cannot are not permitted to serve on the Board of Trustees of Regents-authorized charter schools, including as ex-officio members).

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Sara M. Asmussen, Ph.D. 347-505-9102 sasmussen@ndchsbrooklyn.org 242 Hoyt Street, Brooklyn, NY 11217	Executive Director, New Dawn Charter High Schools	Worked w/Charters for 25 years in variety of rolls, such as compliance, administration, & data analysis. Role: Writer, budget, compliance, staffing, identifying building, & Policy aspects of application	Executive Director of CMO	None
2	Lisa DiGaudio, Ph.D. 347505-9101 ldigaudio@ndchsqueens.org 242 Hoyt Street, Brooklyn, NY 11217	Dir. Of Instruction & Curriculum, New Dawn Charter Schools	Worked w/Charters for 20 years in variety of roles such as teaching, curriculum development, data analysis. Roll: Writer, staffing, curriculum & instructional pieces of application	Dir. Of Instruction & Curriculum of CMO	None

3	Donna Lobato, MA 347-505-9101 dlobato@ndchsbrooklyn.org 242 Hoyt Street, Brooklyn, NY 11217	Principal, New Dawn Charter High School	Worked w/Charters for 20 years, extensive experience with IDEA and SPED law, SPED Coordination, running a school building as principal. Role: All sections of application & program that pertain to SPED or ELL students.	Dir. Of Special Populations of CMO	None
4	Jose Obregon, MA 347-505-9101 jobregon@ndchsbrooklyn.org 242 Hoyt Street, Brooklyn, NY 11217	Dir. Of Operation, New Dawn Charter Schools	Worked with Charters for 15 years, experienced in all facilities and operations of a school. Role: Identifying building and ensuring if chartered, all operations are running smoothly.	Dir. Of Operations of CMO	None
5	Steve Ramkissoon 347-505-9101 sramkissoon@ndchsbrooklyn.org 242 Hoyt Street, Brooklyn, NY 11217	Dir. Of Finance & HR	Extensive experience in finance, as well as the State and Federal systems, hiring charter school staff, and overseeing NDCHS' $21M bond. Role: Budgeting & if chartered, hiring	Dir. Of Finance of CMO	None

6	Ronald Tabano, MA 	Chair, Board of Trustees NDCS Principal/CEO Wildcat Academy Charter School	Extensive experience with charter law, lead JVL as a conversion school in 1999. Experience in all areas of charter work including Board work. Role: Reviewing proposal, identification of a building	None	Chair
7	Jeffrey Casio 	Vice-Chair, BoT Vice-President MC Bank	Experience with finance in all areas, but particularly with charter schools in his current position. Role: Reviewing application, identification of building, identification of potential outside funding sources	None	Vice-Chair
8	Katharine Urbati, MBA 	Treasurer, BoT; Self-employed	Experience with overseeing and developing budgets for charter school, experience with audits and being on the Audit Committee. Role: Review the budget for alignment to application	None	Treasurer
9	Brian Baer, BS 	Secretary, BoT, Owner, Elevated	Experience with renovating	None	Secretary

	brianbaer@theevlevatedstudio.org [redacted]	Studios	charter schools, strong building experience as an architect. Role: Identification of building a reconfiguration of space.		
10	Daniel Lewis, AOS 252-489-3171 [redacted]	Member BoT, Principal, Restaurant Project Services	Experience with developing CTE programs for schools. Role: Review the CTE section of the application for culinary	None	Member, CTE specialist
11	Nazli Flores, MA 347-505-9101 nflores@ndchsbrooklyln.org 242 Hoyt Street, Brooklyn, NY 11217	Dir. Student Supports for CCR	Experience running college & career readiness programs and starting CTE programs. Role: Will write sections on Internships, CTE, and college readiness. Will develop internships in the community.	Dir of Student Supports for CCR for CMO	None
12					
13					
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Ib. Public Contact

This information is captured in the Basic Letter of Intent Form to include the phone number and/or email address to which public inquiries about the proposed charter school may be addressed. This contact information will be public and available on the NYSED CSO website.

Ic. Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this LOI and application (if applicable)

We have as a group have never applied to open this specific school; however, we have submitted applications for other schools.

JVL Wildcat Academy Charter School; conversion; Mr. Tabano, 2000 to NYC DOE (awarded): School is still in operation after 25 years.

New Dawn Charter High School; Tabano/Asmussen, 2012 to NYSED (awarded): School has received two full five-year renewals.

New Foundations Charter Middle School; Asmussen/Tabano/DiGaudio 2015 to NYSED (not awarded)

New Dawn Charter High School II; Asmussen/Tabano/DiGaudio/Lobato/Obregon 2019 (Awarded): School still in operation and has had 1 full-term renewal.

This application has never been submitted but it is based on NDCHS original model. The only significant modification will be that we will start with a CTE program. Otherwise this will be modeled on NDCHS.

Thank you!

Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

This is identical to question in 1c. Below is a copy of that response:

We have as a group have never applied to open this specific school; however, we have submitted applications for other schools.

JVL Wildcat Academy Charter School; conversion; Mr. Tabano, 2000 to NYC DOE (awarded): School is still in operation after 25 years.

New Dawn Charter High School; Tabano/Asmussen, 2012 to NYSED (awarded): School has received two full five-year renewals.

New Foundations Charter Middle School; Asmussen/Tabano/DiGaudio 2015 to NYSED (not awarded)

New Dawn Charter High School II; Asmussen/Tabano/DiGaudio/Lobato/Obregon 2019 (Awarded): School still in operation and has had 1 full-term renewal.

This application has never been submitted but it is based on NDCHS original model. The only significant modification will be that we will start with a CTE program. Otherwise this will be modeled on NDCHS.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. **The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.**

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Janisha Crawley

Proposed Charter School Name: New Dawn III

E-Mail Address: JCrawley@ndchsbrooklyn.org

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 347- 505- 9101

Business Address: 242 Hoyt Street Brooklyn NY 11217

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I became aware of the opportunity to join the applicant group when my Executive Director, DR. Sara Asmussen, invited me to partic ip
3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Janisha Crawley
Printed Name

[redacted]

6/30/2020
Date

Statement of Intent – All Applicant Group Members (5)

Over the past six years at New Dawn Charter High School, I have been fortunate to grow and take on new challenges within a network truly committed to providing students with a second chance to earn their New York State High School Diploma. During this time, I have been promoted twice; beginning as a School Counselor, advancing to Lead Counselor, and now serving as the Director of Student Services for Academics and Special Education overseeing both NDCHS and ND II. Balancing many responsibilities, my role allows me to lead with purpose and compassion, supporting students with diverse needs while enhancing the systems that foster their success.

Simultaneously, I have furthered my education by completing my School Counseling Advanced Certificate with a focus on trauma-informed practices. I then earned both my New York State School Building Leader (SBL) certification and New York State School District Leader (SDL) certification. I am permanently licensed in New York State as a School Counselor and hold an Initial NYS license as a School Building Leader, positioning me to take on broader leadership responsibilities.

Before joining the New Dawn network, I worked as a College and Post-Secondary Counselor and Internship Coordinator at a DOE transfer high school. These roles provided invaluable experience supporting over-aged, under-credited students and deepened my understanding of the importance of truly seeing each student as an individual with unique strengths, challenges, and aspirations. This insight has been crucial in providing access, personalized preparation, and tailored support that students need to successfully earn their high school diploma and transition to college, the workforce, and other post-secondary pathways. It also strengthened my commitment to alternative education models that prioritize student growth, amplify student voices, and promote equity.

Supporting this unique population has strengthened my expertise in developing and implementing individualized education plans (IEPs), conducting data-driven progress monitoring, managing compliance, and applying evidence-based intervention strategies. Equally important, I possess the soft skills necessary to naturally understand and create adaptable, welcoming spaces where students feel safe and valued. My empathy, active listening, cultural responsiveness, and conflict resolution skills enable me to build trusting relationships, foster resilience, and motivate students who have faced significant barriers to learning.

Throughout my time at New Dawn, I have also pursued professional learning opportunities to expand my leadership capacity and improve student outcomes. I have participated in extensive training on trauma-informed practices, restorative approaches, special education compliance, and crisis response.

In my current role, I lead a multidisciplinary team dedicated to delivering comprehensive support tailored to each student's academic, social-emotional, and special education needs. help cultivate

Statement of Intent – All Applicant Group Members (6)

As part of the applicant group for New Dawn Charter High School III (ND III), I have been actively involved in shaping and preparing the charter application. I contributed to drafting and reviewing key sections of the proposal, working collaboratively with the administrative team to ensure the application reflects both the NDCS mission and the unique needs of the Newburgh community. My responsibilities included helping articulate our vision for ND III as a New York State Alternative Education Campus (AEC) that will serve over-age and under-credited students, including English language learners and those with special education needs, who have either left school or struggled to stay engaged in a traditional high school environment.

Having worked within the New Dawn Charter Schools Network for the past six years, I have seen the profound impact our model has on students who are often overlooked or underestimated. I am deeply committed to cultivating a school culture rooted in fairness and access for all students, restorative practices, and high expectations. My vision for ND III is to create a safe, inclusive, and empowering environment where students, no matter their circumstances, are supported, valued, and inspired to reach their fullest potential. I am dedicated to ensuring that students are not defined by their past experiences or behaviors but are instead uplifted through resilience and determination as they work toward earning their NYS high school diploma.

This work is not only professional; it is deeply personal. I am passionate about second chances because I believe every student deserves the opportunity to rewrite their story. I have seen the life-changing power of being given the right environment, support, and belief. I am committed to making ND III a place of opportunity, healing, and success for the young people of Newburgh. I look forward to continuing to work within the NDCS Network to bring this vision to life.

Janisha Crawley
300 Constitution Ave
Bayonne, NJ 07002
Jcrawley@nchsbrooklyn.org

Dear Hiring Committee,

I am excited to submit my application for the principal position at New Dawn Charter High School III. Over the past six years at New Dawn Charter High School I, I have had the privilege of growing within this incredible network, beginning as a School Counselor, advancing to Lead School Counselor, and currently serving as the Director of Student Services, where I oversee both special education and counseling for both NDCHS I and NDCHS II. With the recent completion of my School Building Leadership coursework and attainment of my Initial School Building Leader (SBL) certificate, I am now prepared and eager to bring my leadership, experience, and deep commitment to equity to the principalship at NDCHS III.

New Dawn's mission is to provide over-aged and under-credited students, including those with special needs and English Language Learners, with the opportunity to return to school and earn a New York State diploma has guided my work every step of the way. Our students often come to us having faced significant personal and academic barriers, and I have dedicated my career to ensuring they find not just a second chance, but a school that genuinely believes in their potential.

In my current role, I lead a multidisciplinary team that provides student-centered support tailored to each student's academic, social-emotional, and special education needs. I play a key role in ensuring a trauma-informed, all-inclusive school culture, increasing student engagement, and designing targeted interventions that reflect New Dawn's core values of Respect, Responsibility, and Resilience. I collaborate closely with teachers, counselors, and service providers to implement individualized plans that meet students where they are while promoting growth and accountability. I also work to strengthen our systems for progress monitoring, ensure compliance with IEP goals, and facilitate ongoing professional development to build staff capacity in meeting diverse learner needs. Through this work, I help cultivate an environment where every student feels supported, challenged, and equipped for long-term success.

The opportunity to lead New Dawn Charter High School III is a continuation of the mission I have lived every day at NDCHS. I am passionate about shaping a supportive, rigorous, and inclusive learning environment that reflects our students' needs and aspirations. As Principal, I would lead with empathy, elevated expectations, and an unwavering belief in each student's ability to succeed.
Thank you for considering my application. I welcome the opportunity to further discuss how my background, values, and leadership vision align with the goals of New Dawn Charter High School III.

Sincerely,

Janisha Crawley M.S. Ed M.A.S.

Brooklyn College

of

The City University of New York

In pursuance of the authority vested in it by the laws of the State of New York and upon the recommendation of the faculty of Brooklyn College, the Board of Trustees of the City University of New York confers upon

Janisha D Crawley

who has completed the requisite course of study

the degree of

Master of Science in Education

With all the rights, privileges, immunities, and honors appertaining thereunto. Belonging and in testimony thereof, it grants this diploma sealed with the seal of the College, signed by the appropriate officers of the Board, the University, and the College dated at the City of New York

The First Day of June, Two Thousand Nineteen

Chairman of the Board

Chancellor of the University

President of Brooklyn College

Provost

MADE WITH Scanner App

Brooklyn College

of

The City University of New York

In pursuance of the authority vested in it by the laws of the State of New York and upon the recommendation of the faculty of Brooklyn College, the Board of Trustees of the City University of New York confers upon

Janisha D Crawley

who has completed the requisite course of study the Advanced Certificate Post Master's of

School Counseling

With all the rights, privileges, immunities, and honors appertaining thereunto. Belonging and in testimony thereof, it grants this diploma sealed with the seal of the College, signed by the appropriate officers of the Board, the University, and the College dated at the City of New York

The First day of June, Two Thousand Twenty

Chairman of the Board

Chancellor of the University

President of Brooklyn College

Provost

MADE WITH Scanner App

The College of Saint Rose

Albany, New York

To all and to each to whom these letters may come, Greeting.

Be it known that

Janisha D. Crawley

Having satisfactorily completed a course of studies prescribed by the faculty, and having been recommended by the trustees of this institution and having complied with all provisions of law and the ordinances of the Regents of the University of the State of New York is awarded the

Certificate of Advanced Study

School Building Leader

and is entitled to all rights, privileges, and immunities pertaining to that certificate.

In witness whereof, *this diploma is granted under the Seal of The College of Saint Rose of Albany, New York, this 11th day of May in the year of our Lord, 2024.*

Marcia J. White
President

Jeffrey D. Stone
Chair, Board of Trustees

MADE WITH Scanner App

The College of Saint Rose

Albany, New York

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NEW DAWN CHARTER SCHOOLS
BYLAWS

ARTICLE I. GENERAL PROVISIONS

Section 1. Name: The name of the organization is the New Dawn Charter Schools, running New Dawn Charter High School, New Dawn Charter High School II, and New Dawn Charter High School III (known as the "Schools").

Section 2. Mission of the New Dawn Charter High School: New Dawn Charter Schools provides over-aged and under-credited students 15 - 21 (NDCHS) and 16-21 (NDCHS II and III) years of age, 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 are 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.

As a transfer school that recruits high school students who have either dropped out of school or are in-school truants, NDCHS is no student's first high school and recruitment from the 8th grade does not occur. Any student eligible for enrollment in a NYC public school is eligible for enrollment at the NYC Schools. Any student eligible for enrollment in NYS is eligible for enrollment at NDCHS III. The Schools have a very large proportion of students with disabilities and a smaller proportion are English Language Learners. Approximately 80% of the students are eligible for free and reduced lunch.

Section3. Purpose: The purpose of the Schools is to operate and maintain public schools under a charter granted by the New York State Board of Regents as set forth in the Charters, as amended from time to time.

Section 4. Charters: The Charters are hereby made a part of these Bylaws and the powers of the Schools and of its Trustees and Officers and all matters concerning the conduct and regulation of the affairs of the Schools, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charters. In the event of any inconsistency between the Charters and these Bylaws, the Charters shall be controlling. All references in these Bylaws to the Charters shall be construed to mean the Schools' Charters 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 "Board") of New Dawn Charter Schools. Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval by 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 Schools. The Board shall conduct or direct the affairs of the Schools and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, Open Meetings Law, the Schools' Charters and these Bylaws. The Board will delegate the management of the day-to-day operations of the Schools to the Executive Director, so long as the affairs of the Schools 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 the Executive Director of the Schools; to prescribe powers and duties and to fix compensation;
c. To provide guidance and support to the Executive Director to conduct, manage and control the affairs and activities of the Schools;
d. To enact policies and procedures which will be implemented by the Executive Director;
e. 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 Schools;
f. To act as Trustee under any trust incidental to the Schools' 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 constituting the entire Board shall be not less than five (5) nor more than fifteen (15). Subject to such minimum, the number of Trustees may be increased or decreased from time to time, by resolution of the Board, but such action by the Board shall require a vote of a majority of the entire Board and no decrease shall shorten the term of any incumbent Trustee. The "entire Board" shall consist of the number of trustees that were elected as of the most recently held election of trustees.

Section 3. Composition of the Board of Trustees: The Board of Trustees shall include:

a. the Board of Trustees Chairperson;
b. the Board Vice-Chair
c. the Board Treasurer
d. the Board Secretary
e. any additional Trustees determined by the Trustees provided that the total number of Trustees may not exceed fifteen (15).

Section 4. Election of Trustees and Term of Office: The initial Trustees shall be the persons named in the Charter and shall serve until the first annual meeting of the Board. The Trustees shall hold office for 1 year terms; provided, however, that any Trustee elected to fill an

unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next annual meeting at which the election of Trustees is in the regular order of business and until his successor is elected or appointed and qualified. Trustees may be elected to any number of consecutive terms. To become a Trustee, a person shall be nominated by a Trustee and elected by a plurality of the Board.

Section 5. Removal of Trustees:
The Board may remove by vote of a majority of the entire Board 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.

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 a majority of the entire Board of Trustees shall be deemed to have resigned, and that vacancy shall be filled.

Section 7. Vacancies:

Any newly created Trusteeships and any vacancies on the Board arising at any time and from any cause may be filled at any meeting of the Board by a majority of the Trustees then in office, regardless of their number. The Trustees so elected shall serve until the next annual meeting at which the election of Trustees is the regular order of business and his successor is elected or appointed or qualified. A vacancy in the Board shall be deemed to exist on the occurrence of any of the following:

(a) the death, resignation or removal of any Trustee;

(b) an increase in the authorized number of Trustees by resolution of the Board; or

(c) the failure of the Trustees, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the full authorized number of Trustees to be voted for at that meeting.

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 principle office shall be at the following address: New Dawn Charter High School, 242 Hoyt Street, Brooklyn, NY, 11217, 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 or at any other reasonably convenient public place as the Board may designate, in accordance with the Open Meetings Law and Governor's Executive Orders such as during the COVID-19 pandemic

Section 2. Annual Meeting:
An Annual Meeting shall be held annually 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 eleven (11) 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 Board fixes the time and place of such meetings.
b. Special Meetings and regular meetings not fixed by the Board shall be held upon notice of not less than five (5) days or more than ten (10) days, such notice to be sent by first-class mail or by personal delivery 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.
c. Public Notice of all meetings will be made in accordance with the Open Meeting Law. Notice, agenda, physical location, and call-in information will be posted on the NDCS' website as well as other social media. In the event of an emergency meeting, notices will be posted on media as well as physically posted in areas used by the public.

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). Call-in instructions are available to the public for participation from their personal devices.

Section 3. Committees of the Board:

A committee of the Board is one that shall have authority to bind the School and shall be comprised solely of Trustees. There standing committees of the Board are as follows:

(a) Executive Committee. An Executive Committee which shall consist of five Trustees, one of whom shall be the Chair of the Board, who shall also serve as chair of the Executive Committee. The other members of the Executive Committee shall be appointed by the Chair, subject to the approval of the Board. The Executive Committee shall have all the authority of the Board except as to the following matters:

(i) the filling of vacancies on the Board or on any committee;

(ii) the removal of Trustees or Officers of the Board or on any committee;

(iii) the amendment or repeal of the Bylaws or the adoption of new Bylaws;

(iii) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable; and

(iv) the granting of degrees.

(b) Finance Committee. A Finance Committee which shall consist of at least three (3) Trustees, one of whom shall be the Treasurer. The other members of the Finance shall be appointed by the Chair of the Board, subject to the approval of the Board. The Finance Committee shall present monthly and annual financial statements to the Board and proposes the annual budget for Board approval and advise the Treasurer and the Board in regard to the investments and general fiscal policy of the School.

(c) Audit Committee. An Audit Committee comprised of at least three (3) Trustees each of whom is an Independent Director as defined in the School's Conflict of Interest Policy. The members of the Audit Committee shall be appointed by the Chairman of the Board, subject to the approval of the Board. The Committee will annually review or retain the independent auditor and upon completion of the audit review the results of the audit and any related management letter with the independent auditor.

The Committee shall:

(i) review with the independent auditor the scope and planning of the audit prior to the audit's commencement;

(ii) upon completion of the audit, review and discuss with the independent auditor:

- any material risks and weaknesses in internal controls identified by the auditor;
- any restrictions placed on the scope of the auditor's activities or access to requested information;
- any significant disagreements between the auditor and management; and
- the adequacy of the corporation's accounting and financial reporting processes.

(iii) annually consider the performance and independence of the auditor; and

(iv) report on the Committee's activities to the Board.

(e) Other Committees of the Board. The Board, by resolution adopted by a majority of the entire Board, may establish and appoint other committees of the Board consisting of at least two Trustees with such powers and duties as the Board may prescribe. The members of such committees shall be appointed by the Chairman of the Board, subject to the approval of the Board.

Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee of the Board are to be conducted. In the absence of such prescription, a Committee of the Board may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee of the Board are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the Open Meetings Law.

Section 4. Committees of the School

Powers. The Board by resolution may appoint from time to time any number of persons as advisors of the School to act either singly or as a committee or committees of the School. Each advisor shall hold office during the pleasure of the Board and shall have only the authority or obligations as the Board may from time to time determine.

Section 2. No Compensation. No advisor to the School shall receive, directly or indirectly, any salary or compensation for any service rendered to the School as a member of a committee of the School, except that the Board may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the School.

Section 5. Standard of Care:

a. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee of the Board, 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 Committee of the Board 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 6. Books and Rights of Inspection: There shall be kept at the office of the School correct books of the activities and transactions of the School including the minute book, which

shall contain a copy of the Charter, a copy of these Bylaws, and all minutes of meetings of the Board. 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 7. 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 Committee of the Board, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

a. a related party 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 8. Duty to Maintain Board Confidences: Every Trustee has a duty to maintain the confidentiality of all Board actions, 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"), a vice-chair, a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other Officers, as the Board deems advisable. One person may hold more than one office in the School except that no one person may hold the offices of Chair and Secretary. The Chair shall be a Trustee of the School and shall not be an employee of the School. No instrument required to be signed by more than one Officer may be signed by one person in more than one capacity.

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 and the Executive Committee.
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 Committees of the Board, 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;
   7.) receive the annual disclosure statements required by the School's Conflict of Interest Policy; and
   8.) 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. Term of Office. Each Officer serves for a one year term, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. Trustees may be nominated for an unlimited numbers of terms.

***Section 3. Removal and Resignation*:**

The Board may remove, by vote of a majority of the entire Board, any Officer 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.

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 VII. INDEMNIFICATION OF CORPORATE AGENTS

The New Dawn Charter Schools may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she or his or her testator was a Trustee, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE VIII. OTHER PROVISIONS

Section 1. Fiscal Year: The fiscal year of the School begins on July 1 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 Executive Director, Secretary, or other signatory.

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. 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 IX. AMENDMENT

These Bylaws may be amended or repealed by a two thirds majority of the Board of Trustees present at any meeting of the Board.

New Dawn Charter Schools

Code of Ethics

*The following Code of Ethics shall apply to the Trustees and employees of all New Dawn Charter Schools***:**

The Board of Trustees shall conduct or direct the affairs of the Schools and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the Schools' charters and its bylaws. The Board may delegate aspects of the management of the Schools' activities to others, so long as the affairs of the Schools 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 Schoolx, 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 averse 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 a 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 always avoid engaging in activities that would appear to be unduly influenced by other people 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.

9. Form 990s

- 2021
- 2022
- 2023

EXTENDED TO MAY 15, 2025

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

A For the 2023 calendar year, or tax year beginning JUL 1, 2023 and ending JUN 30, 2024

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization
NEW DAWN CHARTER HIGH SCHOOL

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 242 HOYT STREET

Room/suite

City or town, state or province, country, and ZIP or foreign postal code BROOKLYN, NY 11217

F Name and address of principal officer: SARA M. ASMUSSEN
SAME AS C ABOVE

D Employer identification number [redacted]

E Telephone number (347) 505-9101

G Gross receipts $ 17,954,407.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: WWW.NDCHSBROOKLYN.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 2012

M State of legal domicile: NY

Part I Summary

1	Briefly describe the organization's mission or most significant activities: NEW DAWN CHARTER HIGH SCHOOL PROVIDES OVER-AGED AND UNDER-CREDITED STUDENTS 15 - 21 YEARS OF AGE		
2	Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2023 (Part V, line 2a)	5	81
6	Total number of volunteers (estimate if necessary)	6	5
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	13,520,715.	16,141,029.
9	Program service revenue (Part VIII, line 2g)	508,879.	628,054.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	94,637.	557,157.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	16,148.	45.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	14,140,379.	17,326,285.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	6,295,914.	6,806,198.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	6,357,054.	6,447,232.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	12,652,968.	13,253,430.
19	Revenue less expenses. Subtract line 18 from line 12	1,487,411.	4,072,855.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	65,790,467.	69,589,147.
21	Total liabilities (Part X, line 26)	49,762,220.	49,480,603.
22	Net assets or fund balances. Subtract line 21 from line 20	16,028,247.	20,108,544.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer — Date

SARA M. ASMUSSEN, EXECUTIVE DIRECTOR
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MARQUS WHITE	MARQUS WHITE	04/03/25	☐	P00053187

Firm's name SAX LLP — Firm's EIN [redacted]

Firm's address 389 INTERPACE PARKWAY; STE 3
PARSIPPANY, NJ 07054

Phone no. 973-472-6250

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
NEW DAWN CHARTER HIGH SCHOOL PROVIDES OVER-AGED AND UNDER-CREDITED STUDENTS 15 - 21 YEARS OF AGE THE OPPORTUNITY TO RETURN TO SCHOOL AND OBTAIN A HIGH SCHOOL DIPLOMA THROUGH A RIGOROUS NYSED STANDARDS-BASED EDUCATION PROGRAM.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 11,581,220. including grants of $) (Revenue $ 628,054.)
ALL STUDENTS MUST BE GIVEN A CHANCE TO COMPLETE HIGH SCHOOL AND THIS INCLUDES STUDENTS WHO MAY BE STRUGGLING WITH TRADITIONAL SCHOOLS. NEW DAWN CHARTER HIGH SCHOOL IS A NEW YORK CITY 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 ENROLLS 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 CREDITS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 11,581,220.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		X
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		X
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		X
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	15		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return — 2a: 81			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year — 7d:			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 — 10a:			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities — 10b:			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders — 11a:			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) — 11b:			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year — 12b:			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans — 13b:			
c	Enter the amount of reserves on hand — 13c:			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b b[illegible] to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	5		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

STEVE RAMKISSOON - (347) 505-9101
242 HOYT STREET, BROOKLYN, NY 11217

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) SARA M. ASMUSSEN EXECUTIVE DIRECTOR	40.00			X				247,572.	0.	58,410.
(2) STEVE RAMKISSON DIRECTOR OF FINANCE	40.00			X				190,676.	0.	37,489.
(3) LISA DIGUADIO DIRECTOR OF CURRICULUM	40.00				X			173,515.	0.	53,916.
(4) JOSE ANTONIO OBREGON DIRECTOR OF OPERATIONS	40.00				X			156,948.	0.	53,164.
(5) DONNA LOBATO PRINCIPAL	40.00				X			159,676.	0.	24,187.
(6) RONALD TABANO CHAIR	2.00	X		X				0.	0.	0.
(7) JANE SUN VICE CHAIR	2.00	X		X				0.	0.	0.
(8) KATHARINE URBATI TREASURER	2.00	X		X				0.	0.	0.
(9) BRIAN BAER SECRETARY	2.00	X		X				0.	0.	0.
(10) DANIEL LEWIS TRUSTEE	2.00	X						0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								928,387.	0.	227,166.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								928,387.	0.	227,166.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 5

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
EPIC SECURITY CORP 2067 BROADWAY, NEW YORK, NY 10023	SECURITY GUARD SERVICES	415,145.
EXECUTIVE CLEANING SERVICES, LLC 460 NEW YORK AVENUE, HUNTINGTON, NY 11743	JANITORIAL SERVICES	298,830.
SCHOOL PROFESSIONALS INC., 622 THIRD AVENUE, 39TH FLOOR, NEW YORK, NY 10017	SUBSTITUTE SERVICES	207,632.
ACCOUNTING SOLUTIONS, 241 WEST 37TH STREET, SUITE 1207, NEW YORK, NY 10028	ACCOUNTING SERVICES	161,958.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 4

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	16,123,521.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	17,508.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			16,141,029.		
Program Service Revenue			Business Code				
	2a	PROGRAM SERVICE INCOME	611710	628,054.	628,054.		
	b						
	c						
	d						
	e						
	f	All other program service revenue					
	g	**Total.** Add lines 2a-2f		628,054.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		497,218.			497,218.
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
			(i) Real	(ii) Personal			
	6a	Gross rents 6a					
	b	Less: rental expenses 6b					
	c	Rental income or (loss) 6c					
	d	Net rental income or (loss)					
			(i) Securities	(ii) Other			
	7a	Gross amount from sales of assets other than inventory 7a	688,061.				
	b	Less: cost or other basis and sales expenses 7b	628,122.				
	c	Gain or (loss) 7c	59,939.				
	d	Net gain or (loss)			59,939.		59,939.
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b	Less: direct expenses 8b					
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19 9a					
	b	Less: direct expenses 9b					
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances 10a					
	b	Less: cost of goods sold 10b					
	c	Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
	11a	OTHER INCOME	900099	45.			45.
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d		45.			
	12	**Total revenue.** See instructions		17,326,285.	628,054.	0.	557,202.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	1,085,732.	642,355.	443,377.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	4,231,364.	4,096,051.	135,313.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	152,712.	136,091.	16,621.	
9 Other employee benefits	825,814.	735,936.	89,878.	
10 Payroll taxes	510,576.	455,007.	55,569.	
11 Fees for services (nonemployees):				
a Management	129,963.	115,818.	14,145.	
b Legal	43,620.		43,620.	
c Accounting	196,895.		196,895.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	821,532.	732,641.	88,891.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology	41,721.	37,181.	4,540.	
15 Royalties				
16 Occupancy	2,339,585.	2,084,955.	254,630.	
17 Travel	74,812.	66,671.	8,141.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	1,120,127.	998,217.	121,910.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	750,140.	668,498.	81,642.	
23 Insurance	146,906.	130,917.	15,989.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a REPAIRS AND MAINTENANCE	424,055.	377,902.	46,153.	
b SUPPLIES AND MATERIALS	114,662.	102,184.	12,478.	
c PROFESSIONAL DEVELOPMEN	87,536.	78,548.	8,988.	
d OTHER	53,475.	25,275.	28,200.	
e All other expenses	102,203.	96,973.	5,230.	
25 Total functional expenses. Add lines 1 through 24e	13,253,430.	11,581,220.	1,672,210.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		9,051,562.	1	11,126,444.
	2	Savings and temporary cash investments		5,560,231.	2	8,149,314.
	3	Pledges and grants receivable, net		756,593.	3	598,514.
	4	Accounts receivable, net		74,304.	4	140,712.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		13,307.	9	398,650.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 27,132,233.			
	b	Less: accumulated depreciation	10b 3,763,088.	24,067,974.	10c	23,369,145.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		26,266,496.	15	25,806,368.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		65,790,467.	16	69,589,147.
Liabilities	17	Accounts payable and accrued expenses		777,559.	17	696,364.
	18	Grants payable			18	
	19	Deferred revenue		5,050.	19	70,504.
	20	Tax-exempt bond liabilities		19,421,255.	20	19,097,776.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		29,558,356.	25	29,615,959.
	26	**Total liabilities.** Add lines 17 through 25		49,762,220.	26	49,480,603.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		16,028,247.	27	20,108,544.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		16,028,247.	32	20,108,544.
	33	Total liabilities and net assets/fund balances		65,790,467.	33	69,589,147.

Form 990 (2023)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	17,326,285.
2	Total expenses (must equal Part IX, column (A), line 25)	2	13,253,430.
3	Revenue less expenses. Subtract line 2 from line 1	3	4,072,855.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	16,028,247.
5	Net unrealized gains (losses) on investments	5	7,442.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	20,108,544.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A (Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations _____
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170([redacted])

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2023 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2022 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2023.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2022.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2022.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2023 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2023** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2022** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2023.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2022.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions		Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6 Other distributions (*describe in* **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9 Distributable amount for 2023 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2023	(iii) Distributable Amount for 2023
1 Distributable amount for 2023 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2023 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2023			
a From 2018			
b From 2019			
c From 2020			
d From 2021			
e From 2022			
f **Total** of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2023 distributable amount			
i Carryover from 2018 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2023 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2023 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2023, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI**. See instructions.			
6 Remaining underdistributions for 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7 **Excess distributions carryover to 2024.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2019			
b Excess from 2020			
c Excess from 2021			
d Excess from 2022			
e Excess from 2023			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

** PUBLIC DISCLOSURE COPY **

Schedule B (Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust not treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

Name of organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1		$ 15,640,185.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2		$ 483,336.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that [redacted] the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of $1,000 or less for the year. (Enter this info. once.) $ _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a	Total number of conservation easements	2a
b	Total acreage restricted by conservation easements	2b
c	Number of conservation easements on a certified historic structure included on line 2a	2c
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %
b Permanent endowment _____ %
c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		2,000,000.		2,000,000.
b Buildings		23,801,641.	2,598,064.	21,203,577.
c Leasehold improvements				
d Equipment		837,643.	674,058.	163,585.
e Other		492,949.	490,966.	1,983.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				23,369,145.

Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) SECURITY DEPOSIT	173,800.
(2) OPERATING LEASE RIGHT-OF-USE ASSET	25,632,568.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	25,806,368.

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) OPERATING LEASE LIABILITY	29,615,959.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	29,615,959.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	17,333,727.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a	7,442.		
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	7,442.
3	Subtract line 2e from line 1			3	17,326,285.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*			5	17,326,285.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	13,253,430.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	13,253,430.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*			5	13,253,430.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL DOES NOT BELIEVE ITS FINANCIAL STATEMENTS INCLUDE ANY MATERIAL, UNCERTAIN TAX POSITIONS. TAX FILINGS FOR PERIODS ENDING JUNE 30, 2021 AND LATER ARE SUBJECT TO EXAMINATION BY APPLICABLE TAXING AUTHORITIES.

SCHEDULE E (Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II. DURING OUR REGISTRATION PERIOD WE PROVIDE LITERATURE UNDER THE HEADING, "THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION" WHICH DELINEATES OUR RACIALLY NONDISCRIMINATORY POLICY.	3	X	
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES VARIOUS GOVERNMENT GRANTS.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☒ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☒ Compensation survey or study		
	☒ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	5a		X
b	Any related organization?	5b		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	6a		X
b	Any related organization?	6b		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) SARA M. ASMUSSEN	(i)	234,868.	12,704.	0.	14,760.	43,650.	305,982.	0.
EXECUTIVE DIRECTOR	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) STEVE RAMKISSON	(i)	176,592.	14,084.	0.	10,957.	26,532.	228,165.	0.
DIRECTOR OF FINANCE	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) LISA DIGUADIO	(i)	164,887.	8,628.	0.	10,452.	43,464.	227,431.	0.
DIRECTOR OF CURRICULUM	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) JOSE ANTONIO OBREGON	(i)	144,496.	12,452.	0.	9,144.	44,020.	210,112.	0.
DIRECTOR OF OPERATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) DONNA LOBATO	(i)	145,372.	14,304.	0.	8,873.	15,314.	183,863.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE K (Form 990)
Department of the Treasury
Internal Revenue Service

Supplemental Information on Tax-Exempt Bonds

Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.
Attach to Form 990. Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2023
Open to Public Inspection

Name of the organization: NEW DAWN CHARTER HIGH SCHOOL

Employer identification number: [redacted]

Part I Bond Issues

	(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased Yes	(g) Defeased No	(h) On behalf of issuer Yes	(h) On behalf of issuer No	(i) Pooled financing Yes	(i) Pooled financing No
A	BUILD NYC RESOURCE CORP	45-4040561	12008EPQ3	02/21/19	5,260,000.	BUILDING PURCHASE & RENOVATION		X		X		X
B	BUILD NYC RESOURCE CORP	45-4040561	12008EPR1	02/21/19	3,865,000.	BUILDING PURCHASE & RENOVATION		X		X		X
C	BUILD NYC RESOURCE CORP	45-4040561	12008EPS9	02/21/19	11560000.	BUILDING PURCHASE & RENOVATION		X		X		X
D												

Part II Proceeds

		A	B	C	D
1	Amount of bonds retired	1,275,000.			
2	Amount of bonds legally defeased				
3	Total proceeds of issue	5,256,197.	3,862,206.	11,551,643.	
4	Gross proceeds in reserve funds	364,457.	267,792.	800,951.	
5	Capitalized interest from proceeds				
6	Proceeds in refunding escrows				
7	Issuance costs from proceeds				
8	Credit enhancement from proceeds				
9	Working capital expenditures from proceeds				
10	Capital expenditures from proceeds	4,891,740.	3,594,414.	10,750,692.	
11	Other spent proceeds				
12	Other unspent proceeds				
13	Year of substantial completion	2020	2020	2020	

		A Yes	A No	B Yes	B No	C Yes	C No	D Yes	D No
14	Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?		X		X		X		
15	Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?		X		X		X		
16	Has the final allocation of proceeds been made?	X		X		X			
17	Does the organization maintain adequate books and records to support the final allocation of proceeds?	X		X		X			

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule K (Form 990) 2023

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LHA 332121 09-15-23

Part III Private Business Use

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X		X		X		
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X		X		X		
3a Are there any management or service contracts that may result in private business use of bond-financed property?		X		X		X		
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?		X		X		X		
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government	%		%		%		%	
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government	%		%		%		%	
6 Total of lines 4 and 5	%		%		%		%	
7 Does the bond issue meet the private security or payment test?		X		X		X		
8a Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?		X		X		X		
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of	%		%		%		%	
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?	X			X		X		

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X		X		X		
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?		X		X		X		
b Exception to rebate?		X		X		X		
c No rebate due?		X		X		X		
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?		X		X		X		

Part IV Arbitrage *(continued)*

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X		X		X		
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X		X		X		
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X		X		X		
7 Has the organization established written procedures to monitor the requirements of section 148?		X		X		X		

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	X		X		X			

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions.

SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

THE OPPORTUNITY TO RETURN TO SCHOOL AND OBTAIN A HIGH SCHOOL DIPLOMA THROUGH A RIGOROUS NYSED STANDARDS-BASED EDUCATION PROGRAM.

FORM 990, PART VI, SECTION B, LINE 11B:

MANAGEMENT REVIEWED A DRAFT OF THE FORM 990 WITH THE AUDIT/FINANCE COMMITTEE AND PROVIDED EDITS TO THE TAX PREPARER. AFTER THIS PROCESS WAS PERFORMED, THE FORM 990 WAS SENT TO THE FULL BOARD OF DIRECTORS FOR REWIEW AND COMMENT PRIOR TO BEING FILED WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION HAS A BOARD APPROVED CONFLICTS OF INTEREST POLICY. EACH BOARD MEMBER MUST FILL OUT AN ANNUAL DECLARATION STATING THEY HAD NO CONFLICTS OR IDENTIFYING THE NATURE OF THEIR INTERESTED PARTY TRANSACTIONS.

FORM 990, PART VI, SECTION B, LINE 15:

THE SALARIES ARE SET WHEN THE INDIVIDUAL IS HIRED. COMPENSATION IS BASED ON STUDENT OUTCOMES AND THIS COMPENSATION PLAN IS VOTED ON BY THE BOARD OF TRUSTEES.

THE BOARD OF DIRECTORS INITIALLY SET EXECUTIVE DIRECTOR'S SALARY BASED ON A SALARY REPORT PUT OUT BY THE CHARTER CENTER. EACH SUBSEQUENT YEAR, THE EXECUTIVE DIRECTOR IS RATED ON A PERFORMANCE MANAGEMENT AND RETENTION RUBRIC THAT IS APPROVED BY PICCS AND NYSED THE OUTCOME OF THE ANALYSIS DETERMINES THE NEW SALARY.

Name of the organization
NEW DAWN CHARTER HIGH SCHOOL

Employer identification number
[redacted]

FORM 990, PART VI, SECTION C, LINE 19:

AVAILABLE UPON REQUEST.

Form **8868**
(Rev. January 2024)

Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return or Excise Taxes Related to Employee Benefit Plans

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I - Identification

Type or Print

File by the due date for filing your return. See instructions.

Name of exempt organization, employer, or other filer, see instructions.
NEW DAWN CHARTER HIGH SCHOOL

Taxpayer identification number (TIN)
[redacted]

Number, street, and room or suite no. If a P.O. box, see instructions.
242 HOYT STREET

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
BROOKLYN, NY 11217

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08		

- After you enter your Return Code, complete either Part II or Part III. Part III, including signature, is applicable only for an extension of time to file Form 5330.
- If this application is for an extension of time to file Form 5330, you must enter the following information.

Plan Name _____
Plan Number _____
Plan Year Ending (MM/DD/YYYY)

Part II - Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of STEVE RAMKISSOON
242 HOYT STREET - BROOKLYN, NY 11217
Telephone No. (347) 505-9101 Fax No. (347) 505-2516

- If the organization does not have an office or place of business in the United States, check this box ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 20 25, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
☐ calendar year 20 _____ or
☒ tax year beginning JUL 1, 20 23, and ending JUN 30, 20 24

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$	0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$	0.

For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8868** (Rev. 1-2024)

LHA 323841 12-22-23

EXTENDED TO MAY 15, 2024

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

A For the 2022 calendar year, or tax year beginning JUL 1, 2022 and ending JUN 30, 2023

B Check if applicable: Address change; Name change; Initial return; Final return/ terminated; Amended return; Application pending

C Name of organization
NEW DAWN CHARTER HIGH SCHOOL

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite
242 HOYT STREET

City or town, state or province, country, and ZIP or foreign postal code
BROOKLYN, NY 11217

F Name and address of principal officer: SARA M. ASMUSSEN
SAME AS C ABOVE

D Employer identification number
[redacted]

E Telephone number
(347) 505-9101

G Gross receipts $ 14,828,622.

H(a) Is this a group return for subordinates? Yes [X] No

H(b) Are all subordinates included? Yes No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: [X] 501(c)(3) 501(c) ( ) (insert no.) 4947(a)(1) or 527

J Website: WWW.NDCHSBROOKLYN.ORG

K Form of organization: [X] Corporation Trust Association Other

L Year of formation: 2012 M State of legal domicile: NY

Part I Summary

1 Briefly describe the organization's mission or most significant activities: SEE SCHEDULE O

2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	84
6	Total number of volunteers (estimate if necessary)	6	5
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	12,905,734.	13,520,715.
9	Program service revenue (Part VIII, line 2g)	537,087.	508,879.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	21,621.	94,637.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	122,200.	16,148.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	13,586,642.	14,140,379.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	5,869,920.	6,295,914.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	6,061,618.	6,357,054.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	11,931,538.	12,652,968.
19	Revenue less expenses. Subtract line 18 from line 12	1,655,104.	1,487,411.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	64,337,325.	65,790,467.
21	Total liabilities (Part X, line 26)	49,839,931.	49,762,220.
22	Net assets or fund balances. Subtract line 21 from line 20	14,497,394.	16,028,247.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer Date

SARA M. ASMUSSEN, EXECUTIVE DIRECTOR
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: MIKE SCHALL	Preparer's signature [redacted]	Date: 04/02/24	Check if self-employed	PTIN: P02024184
Firm's name: SAX LLP			Firm's EIN [redacted]	
Firm's address: 1040 AVENUE OF THE AMERICAS, 16TH FLOOR NEW YORK, NY 10018			Phone no. 212-268-2804	

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes No

232001 12-13-22 LHA **For Paperwork Reduction Act Notice, see the separate instructions.** Form **990** (2022)

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Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
NEW DAWN CHARTER HIGH SCHOOL PROVIDES OVER-AGED AND UNDER-CREDITED STUDENTS 15 - 21 YEARS OF AGE THE OPPORTUNITY TO RETURN TO SCHOOL AND OBTAIN A HIGH SCHOOL DIPLOMA THROUGH A RIGOROUS NYSED STANDARDS-BASED EDUCATION PROGRAM.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 11,153,731. including grants of $) (Revenue $ 508,879.)
ALL STUDENTS MUST BE GIVEN A CHANCE TO COMPLETE HIGH SCHOOL AND THIS INCLUDES STUDENTS WHO MAY BE STRUGGLING WITH TRADITIONAL SCHOOLS. NEW DAWN CHARTER HIGH SCHOOL IS A NEW YORK CITY 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 ENROLLS 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 CREDITS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 11,153,731.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		X
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		X
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		X
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	9		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return 2a 84			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year 7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10b			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders 11a			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year 12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans 13b			
c	Enter the amount of reserves on hand 13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	5		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

SARA ASMUSSEN - (347) 505-9101
242 HOYT STREET, BROOKLYN, NY 11217

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) SARA M. ASMUSSEN EXECUTIVE DIRECTOR	40.00			X				224,603.	0.	45,139.
(2) STEVE RAMKISSON DIRECTOR OF FINANCE	40.00			X				172,866.	0.	29,319.
(3) LISA DIGUADIO DIRECTOR OF CURRICULUM	40.00			X				156,248.	0.	42,364.
(4) JOSE ANTONIO OBREGON DIRECTOR OF OPERATIONS	40.00					X		138,212.	0.	40,667.
(5) DONNA LOBATO INSTRUCTIONAL MANAGEMENT	40.00					X		142,437.	0.	18,339.
(6) ZACHARY A FLORY INSTRUCTIONAL MANAGEMENT	40.00					X		125,185.	0.	13,950.
(7) RONALD TABANO CHAIR	2.00	X		X				0.	0.	0.
(8) KATHARINE URBATI TREASURER	2.00	X		X				0.	0.	0.
(9) BRIAN BAER SECRETARY	2.00	X		X				0.	0.	0.
(10) JANE SUN VICE CHAIR	2.00	X		X				0.	0.	0.
(11) JONATHON CARRINGTON TRUSTEE (LEFT 6/30/23)	2.00	X						0.	0.	0.

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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								959,551.	0.	189,778.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								959,551.	0.	189,778.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 6

		Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
EPIC SECURITY CORP 2067 BROADWAY, NEW YORK, NY 10023	SECURITY GUARD SERVICES	361,253.
EXECUTIVE CLEANING SERVICES, LLC 460 NEW YORK AVENUE, HUNTINGTON, NY 11743	JANITORIAL SERVICES	250,857.
ACCOUNTING SOLUTIONS, 241 WEST 37TH STREET, SUITE 1207, NEW YORK, NY 10028	ACCOUNTING SERVICES	149,177.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 3

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	13,494,136.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	26,579.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			13,520,715.		
Program Service Revenue			Business Code				
	2a	PROGRAM SERVICE INCOME	611710		508,879.	508,879.	
	b						
	c						
	d						
	e						
	f	All other program service revenue					
	g	**Total.** Add lines 2a-2f			508,879.		
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)			95,786.		95,786.
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
				(i) Real	(ii) Personal		
	6a	Gross rents	6a				
	b	Less: rental expenses	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
				(i) Securities	(ii) Other		
	7a	Gross amount from sales of assets other than inventory	7a	687,094.			
	b	Less: cost or other basis and sales expenses	7b	688,243.			
	c	Gain or (loss)	7c	-1,149.			
	d	Net gain or (loss)			-1,149.		-1,149.
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b	Less: direct expenses	8b				
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19	9a				
	b	Less: direct expenses	9b				
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances	10a				
	b	Less: cost of goods sold	10b				
	c	Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
	11a	OTHER INCOME	900099	16,148.			16,148.
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d			16,148.		
	12	**Total revenue.** See instructions		14,140,379.	508,879.	0.	110,785.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	621,044.	532,653.	88,391.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	4,484,993.	4,052,600.	432,393.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	107,303.	97,311.	9,992.	
9 Other employee benefits	612,894.	554,470.	58,424.	
10 Payroll taxes	469,680.	422,183.	47,497.	
11 Fees for services (nonemployees):				
a Management	155,208.	139,512.	15,696.	
b Legal	45,114.		45,114.	
c Accounting	207,277.		207,277.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	650,939.	594,344.	56,595.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology	34,096.	30,648.	3,448.	
15 Royalties				
16 Occupancy	2,344,239.	2,107,172.	237,067.	
17 Travel	57,574.	51,751.	5,823.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	1,136,711.	1,021,756.	114,955.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	871,960.	783,780.	88,180.	
23 Insurance	137,106.	123,240.	13,866.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a REPAIRS AND MAINTENANCE	370,657.	333,174.	37,483.	
b SUPPLIES AND MATERIALS	92,788.	83,404.	9,384.	
c PROFESSIONAL DEVELOPMEN	86,540.	78,251.	8,289.	
d CURRICULUM AND CLASSROO	60,290.	60,290.		
e All other expenses	106,555.	87,192.	19,363.	
25 **Total functional expenses.** Add lines 1 through 24e	12,652,968.	11,153,731.	1,499,237.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	6,149,815.	1	9,051,562.
	2	Savings and temporary cash investments	5,376,367.	2	5,560,231.
	3	Pledges and grants receivable, net	716,763.	3	756,593.
	4	Accounts receivable, net	125,248.	4	74,304.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	340,676.	9	13,307.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 27,080,922.			
	b	Less: accumulated depreciation — 10b: 3,012,948.	24,894,752.	10c	24,067,974.
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	26,733,704.	15	26,266,496.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	64,337,325.	16	65,790,467.
Liabilities	17	Accounts payable and accrued expenses	667,949.	17	777,559.
	18	Grants payable		18	
	19	Deferred revenue	16,622.	19	5,050.
	20	Tax-exempt bond liabilities	19,724,400.	20	19,421,255.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	29,430,960.	25	29,558,356.
	26	**Total liabilities.** Add lines 17 through 25	49,839,931.	26	49,762,220.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ☒ and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	14,497,394.	27	16,028,247.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	14,497,394.	32	16,028,247.
	33	Total liabilities and net assets/fund balances	64,337,325.	33	65,790,467.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	14,140,379.
2	Total expenses (must equal Part IX, column (A), line 25)	2	12,652,968.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,487,411.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	14,497,394.
5	Net unrealized gains (losses) on investments	5	43,442.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	16,028,247.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

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SCHEDULE A (Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2021 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2022.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2021.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2022.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2021.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2022** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2021** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2022.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2021.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

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Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	3b		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount		Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1	
2 Enter 0.85 of line 1.	2	
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4 Enter greater of line 2 or line 3.	4	
5 Income tax imposed in prior year	5	
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2022 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1	Distributable amount for 2022 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2022			
a	From 2017			
b	From 2018			
c	From 2019			
d	From 2020			
e	From 2021			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2022 distributable amount			
i	Carryover from 2017 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2022 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2022 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI**. See instructions.			
6	Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2023.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2018			
b	Excess from 2019			
c	Excess from 2020			
d	Excess from 2021			
e	Excess from 2022			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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Schedule B (Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990 or Form 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

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Name of organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1		$ 646,138.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2		$ 12,847,998.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3		$ 22,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Public Disclosure Copy

Name of organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Public Disclosure Copy

Name of organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that [illegible] the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) $ _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization
NEW DAWN CHARTER HIGH SCHOOL

Employer identification number
[redacted]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a	Total number of conservation easements	2a
b	Total acreage restricted by conservation easements	2b
c	Number of conservation easements on a certified historic structure included in (a)	2c
d	Number of conservation easements included in (c) acquired after July 25,2006, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %
b Permanent endowment _____ %
c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		2,000,000.		2,000,000.
b Buildings		23,795,641.	1,987,276.	21,808,365.
c Leasehold improvements				
d Equipment		793,382.	557,877.	235,505.
e Other		491,899.	467,795.	24,104.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)*				24,067,974.

Schedule D (Form 990) 2022

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Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

	(a) Description	(b) Book value
(1)	SECURITY DEPOSIT	171,300.
(2)	OPERATING LEASE RIGHT-OF-USE ASSET	26,095,196.
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)*		26,266,496.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1.	(a) Description of liability	(b) Book value
(1)	Federal income taxes	
(2)	OPERATING LEASE LIABILITY	29,558,356.
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)*		29,558,356.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

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Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	14,183,821.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a	43,442.		
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	43,442.
3	Subtract line 2e from line 1			3	14,140,379.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*			5	14,140,379.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	12,652,968.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	12,652,968.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*			5	12,652,968.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL DOES NOT BELIEVE ITS FINANCIAL STATEMENTS INCLUDE ANY MATERIAL, UNCERTAIN TAX POSITIONS. TAX FILINGS FOR PERIODS ENDING JUNE 30, 2020 AND LATER ARE SUBJECT TO EXAMINATION BY APPLICABLE TAXING AUTHORITIES.

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SCHEDULE E (Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	DURING OUR REGISTRATION PERIOD WE PROVIDE LITERATURE UNDER THE HEADING, "THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION" WHICH DELINEATES OUR RACIALLY NONDISCRIMINATORY POLICY.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES VARIOUS GOVERNMENT GRANTS.

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SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☒ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☒ Compensation survey or study		
	☒ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	5a		X
b	Any related organization?	5b		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	6a		X
b	Any related organization?	6b		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

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Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) SARA M. ASMUSSEN	(i)	224,603.	0.	0.	8,758.	36,381.	269,742.	0.
EXECUTIVE DIRECTOR	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) STEVE RAMKISSON	(i)	172,866.	0.	0.	7,389.	21,930.	202,185.	0.
DIRECTOR OF FINANCE	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) LISA DIGUADIO	(i)	156,248.	0.	0.	6,343.	36,021.	198,612.	0.
DIRECTOR OF CURRICULUM	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) JOSE ANTONIO OBREGON	(i)	138,212.	0.	0.	2,425.	38,242.	178,879.	0.
DIRECTOR OF OPERATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) DONNA LOBATO	(i)	142,437.	0.	0.	5,684.	12,655.	160,776.	0.
INSTRUCTIONAL MANAGEMENT	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

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SCHEDULE K (Form 990)
Department of the Treasury
Internal Revenue Service

Supplemental Information on Tax-Exempt Bonds

Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.
Attach to Form 990. Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2022
Open to Public Inspection

Name of the organization
NEW DAWN CHARTER HIGH SCHOOL

Employer identification number
[redacted]

Part I Bond Issues

	(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased Yes	(g) Defeased No	(h) On behalf of issuer Yes	(h) On behalf of issuer No	(i) Pooled financing Yes	(i) Pooled financing No
A	BUILD NYC RESOURCE CORP	45-4040561	12008EPQ3	02/21/19	5,260,000.	BUILDING PURCHASE & RENOVATION		X		X		X
B	BUILD NYC RESOURCE CORP	45-4040561	12008EPR1	02/21/19	3,865,000.	BUILDING PURCHASE & RENOVATION		X		X		X
C	BUILD NYC RESOURCE CORP	45-4040561	12008EPS9	02/21/19	11560000.	BUILDING PURCHASE & RENOVATION		X		X		X
D												

Part II Proceeds

		A	B	C	D
1	Amount of bonds retired	930,000.			
2	Amount of bonds legally defeased				
3	Total proceeds of issue	5,256,197.	3,862,206.	11,551,643.	
4	Gross proceeds in reserve funds	364,457.	267,792.	800,951.	
5	Capitalized interest from proceeds				
6	Proceeds in refunding escrows				
7	Issuance costs from proceeds				
8	Credit enhancement from proceeds				
9	Working capital expenditures from proceeds				
10	Capital expenditures from proceeds	4,891,740.	3,594,414.	10,750,692.	
11	Other spent proceeds				
12	Other unspent proceeds				
13	Year of substantial completion	2020	2020	2020	

		A Yes	A No	B Yes	B No	C Yes	C No	D Yes	D No
14	Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?		X		X		X		
15	Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?		X		X		X		
16	Has the final allocation of proceeds been made?	X		X		X			
17	Does the organization maintain adequate books and records to support the final allocation of proceeds?	X		X		X			

LHA **For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

Schedule K (Form 990) 2022

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Part III Private Business Use

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X		X		X		
2	Are there any lease arrangements that may result in private business use of bond-financed property?		X		X		X		
3a	Are there any management or service contracts that may result in private business use of bond-financed property?		X		X		X		
b	If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c	Are there any research agreements that may result in private business use of bond-financed property?		X		X		X		
d	If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4	Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government	%		%		%		%	
5	Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government	%		%		%		%	
6	Total of lines 4 and 5	%		%		%		%	
7	Does the bond issue meet the private security or payment test?		X		X		X		
8a	Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?		X		X		X		
b	If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of	%		%		%		%	
c	If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9	Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?	X			X		X		

Part IV Arbitrage

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X		X		X		
2	If "No" to line 1, did the following apply?								
a	Rebate not due yet?		X		X		X		
b	Exception to rebate?		X		X		X		
c	No rebate due?		X		X		X		
	If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3	Is the bond issue a variable rate issue?		X		X		X		

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Part IV Arbitrage *(continued)*

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X		X		X		
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X		X		X		
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X		X		X		
7 Has the organization established written procedures to monitor the requirements of section 148?		X		X		X		

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	X		X		X			

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions.

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SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

NEW DAWN CHARTER HIGH SCHOOL

Employer identification number

[redacted]

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

NEW DAWN CHARTER HIGH SCHOOL PROVIDES OVER-AGED AND UNDER-CREDITED STUDENTS 15 - 21 YEARS OF AGE THE OPPORTUNITY TO RETURN TO SCHOOL AND OBTAIN A HIGH SCHOOL DIPLOMA THROUGH A RIGOROUS NYSED STANDARDS-BASED EDUCATION PROGRAM.

FORM 990, PART VI, SECTION B, LINE 11B:

MANAGEMENT REVIEWED A DRAFT OF THE FORM 990 WITH THE AUDIT/FINANCE COMMITTEE AND PROVIDED EDITS TO THE TAX PREPARER. AFTER THIS PROCESS WAS PERFORMED, THE FORM 990 WAS SENT TO THE FULL BOARD OF DIRECTORS FOR REWIEW AND COMMENT PRIOR TO BEING FILED WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION HAS A BOARD APPROVED CONFLICTS OF INTEREST POLICY. EACH BOARD MEMBER MUST FILL OUT AN ANNUAL DECLARATION STATING THEY HAD NO CONFLICTS OR IDENTIFYING THE NATURE OF THEIR INTERESTED PARTY TRANSACTIONS.

FORM 990, PART VI, SECTION B, LINE 15:

THE SALARIES ARE SET WHEN THE INDIVIDUAL IS HIRED. COMPENSATION IS BASED ON STUDENT OUTCOMES AND THIS COMPENSATION PLAN IS VOTED ON BY THE BOARD OF TRUSTEES.

THE BOARD OF DIRECTORS INITIALLY SET EXECUTIVE DIRECTOR'S SALARY BASED ON A SALARY REPORT PUT OUT BY THE CHARTER CENTER. EACH SUBSEQUENT YEAR, THE EXECUTIVE DIRECTOR IS RATED ON A PERFORMANCE MANAGEMENT AND RETENTION RUBRIC THAT IS APPROVED BY PICCS AND NYSED THE OUTCOME OF THE ANALYSIS DETERMINES THE NEW SALARY.

Public Disclosure Copy

Name of the organization NEW DAWN CHARTER HIGH SCHOOL

Employer identification number [redacted]

FORM 990, PART VI, SECTION C, LINE 19:

AVAILABLE UPON REQUEST.

FORM 990, PART XII, LINE 2C:

NO CHANGE FROM PRIOR YEAR.

Public Disclosure Copy

Form **8868**
(Rev. January 2022)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
NEW DAWN CHARTER HIGH SCHOOL

Taxpayer identification number (TIN)
[redacted]

Number, street, and room or suite no. If a P.O. box, see instructions.
242 HOYT STREET

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
BROOKLYN, NY 11217

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

- The books are in the care of ▶ SARA ASMUSSEN
242 HOYT STREET - BROOKLYN, NY 11217

Telephone No. ▶ (347) 505-9101 Fax No. ▶ (347) 505-2516

- If the organization does not have an office or place of business in the United States, check this box ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2024, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2022, and ending JUN 30, 2023.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$	0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8868** (Rev. 1-2022)

223841 04-01-22

22040402 795584 46153.01 2022.05081 NEW DAWN CHARTER HIGH SCH 46153.01
Public Disclosure Copy

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

A **For the 2021 calendar year, or tax year beginning** 7/01 , 2021, and ending 6/30 , 20 2022

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C
New Dawn Charter High School
242 Hoyt Street
Brooklyn, NY 11217

D **Employer identification number** [redacted]

E **Telephone number** (347) 505-9101

G **Gross receipts** $ 13,586,642.

F **Name and address of principal officer:** Sara Asmussen
Same As C Above

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions.

I **Tax-exempt status:** ☒ 501(c)(3) ☐ 501(c) ( ) ◄ (insert no.) ☐ 4947(a)(1) or ☐ 527

J **Website:** ► www.ndchsbrooklyn.org

H(c) **Group exemption number** ►

K **Form of organization:** ☒ Corporation ☐ Trust ☐ Association ☐ Other ► L **Year of formation:** 2012 M **State of legal domicile:** NY

Part I Summary

1 Briefly describe the organization's mission or most significant activities: New Dawn Charter High School provides over-aged and under-credited students 15 - 21 years of age the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program.

2 Check this box ► ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	85
6	Total number of volunteers (estimate if necessary)	6	5
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	11,292,045.	12,905,734.
9	Program service revenue (Part VIII, line 2g)	436,667.	537,087.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	23,875.	21,621.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	34,614.	122,200.
12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	11,787,201.	13,586,642.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	5,316,460.	5,869,920.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	5,662,464.	6,061,618.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	10,978,924.	11,931,538.
19	Revenue less expenses. Subtract line 18 from line 12	808,277.	1,655,104.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	62,594,667.	64,337,325.
21	Total liabilities (Part X, line 26)	49,717,915.	49,839,931.
22	Net assets or fund balances. Subtract line 21 from line 20	12,876,752.	14,497,394.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Sara M. Asmussen — Executive Director
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: Michael Schall	Preparer's [redacted]	Date: 5/8/2023	Check ☐ if self-employed; PTIN: P02024184
Firm's name ► SAX LLP			Firm's EIN ► [redacted]
Firm's address ► 389 INTERPACE PARKWAY; STE 3 PARSIPPANY, NJ 07054			Phone no. (212) 268-2804

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Form **8879-TE**

IRS *e-file* Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning 7/01, 2021, and ending 6/30, 20 2022

► Do not send to the IRS. Keep for your records.

► Go to *www.irs.gov/Form8879TE* for the latest information.

OMB No. 1545-0047

2021

Department of the Treasury
Internal Revenue Service

Name of filer

New Dawn Charter High School

EIN or SSN [redacted]

Name and title of officer or person subject to tax

Sara M. Asmussen Executive Director

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

1a	**Form 990** check here ►	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	13,586,642.
2a	**Form 990-EZ** check here ►	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	**Form 1120-POL** check here ►	[ ]	**b Total tax** (Form 1120-POL, line 22)	3b	
4a	**Form 990-PF** check here ►	[ ]	**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	**Form 8868** check here ►	[ ]	**b Balance due** (Form 8868, line 3c)	5b	
6a	**Form 990-T** check here ►	[ ]	**b Total tax** (Form 990-T, Part III, line 4)	6b	
7a	**Form 4720** check here ►	[ ]	**b Total tax** (Form 4720, Part III, line 1)	7b	
8a	**Form 5227** check here ►	[ ]	**b FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	**Form 5330** check here ►	[ ]	**b Tax due** (Form 5330, Part II, line 19)	9b	
10a	**Form 8038-CP** check here ►	[ ]	**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize SAX LLP (ERO firm name) to enter my PIN [redacted] (Enter five numbers, but do not enter all zeros) as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ► [redacted] Date ► 5/5/23

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

[redacted] (Do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall [redacted] Date ► 5/8/2023

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8868**
(Rev. January 2022)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
New Dawn Charter High School

Taxpayer identification number (TIN)
[redacted]

Number, street, and room or suite number. If a P.O. box, see instructions.
242 Hoyt Street

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Brooklyn, NY 11217

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

- The books are in the care of ► Sara Asmussen

Telephone No. ► (347) 505-9101 Fax No. ► (347) 505-2516

- If the organization does not have an office or place of business in the United States, check this box ..... ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ..... ► ☐. If it is for part of the group, check this box ... ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 23, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 21, and ending 6/30, 20 22.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8868** (Rev. 1-2022)

FIFZ0501L 10/28/21

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:

New Dawn Charter High School provides over-aged and under-credited students 15 - 21 years of age the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 10,342,671. including grants of $) (Revenue $ 537,087.)

All students must be given a chance to complete high school and this includes students who may be struggling with traditional schools. New Dawn Charter High School is a New York City 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 enrolls 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 credits.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 10,342,671.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		X
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		X
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		X
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	11		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. 2a: 85			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file.* See instructions.			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If 'Yes,' enter the name of the foreign country ► See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year. 7d:			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		X
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12. 10a:			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. 10b:			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders. 11a:			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b:			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. 12b:			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	13a		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. 13b:			
c	Enter the amount of reserves on hand. 13c:			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If 'Yes,' complete Form 6069.	17		

Part VI Governance, Management, and Disclosure. *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a	5		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.			
b	Enter the number of voting members included on line 1a, above, who are independent 1b	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a	X	
b	Each committee with authority to act on behalf of the governing body?	8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe on Schedule O how this was done* ... See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official .. See Schedule O	15a	X	
b	Other officers or key employees of the organization ... See Schedule O	15b	X	
	If 'Yes' to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Sara Asmussen 242 Hoyt Street Brooklyn NY 11217 (347) 505-9101

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Sara M. Asmussen	40									
Executive Dir.	0			X				198,462.	0.	40,517.
(2) Lisa DiGuadio	40									
Dir. Curriculum	0			X				142,949.	0.	38,961.
(3) Steve Ramkisson	40									
Dir. Finance	0					X		151,025.	0.	25,905.
(4) Jose Antonio Obregon	40									
Dir. of Operations	0					X		122,843.	0.	35,022.
(5) Donna Lobato	40									
Instructional Mgmt	0					X		119,248.	0.	15,939.
(6) Zachary A Flory	40									
Instructional Mgmt	0					X		101,298.	0.	13,629.
(7) Ronald Tabano	2									
Chair	0	X		X				0.	0.	0.
(8) Katharine Urbati	2									
Treasurer	0	X		X				0.	0.	0.
(9) Brian Baer	2									
Secretary	0	X		X				0.	0.	0.
(10) Jane Sun	2									
Vice Chair	0	X		X				0.	0.	0.
(11) Jonathon Carrington	2									
Trustee	0	X						0.	0.	0.
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal								835,825.	0.	169,973.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								835,825.	0.	169,973.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 6

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
Benchmark Builders, LLC 469 Seventh Avenue New York, NY 10018	Construction	532,055.
Epic Security Corp 2067 Broadway New York, NY 10023	Security Guard Services	257,878.
Accounting Solutions 241 West 37th Street, Suite 1207 New York, NY 1	Accounting Services	138,111.
Brio Clean, Inc. 6002 New Utrecht Avenue Brooklyn, NY 11219	Janitorial Services	127,167.
Executive Cleaning Services, LLC 460 New York Avenue Huntington, NY	Janitorial Services	152,681.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 5

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	12,894,031.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	11,703.			
	g Noncash contributions included in lines 1a-1f	1g				
	h Total. Add lines 1a-1f		12,905,734.			
Program Service Revenue		Business Code				
	2a Program service income	611710	537,087.	537,087.		
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f		537,087.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		21,621.			21,621.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real / (ii) Personal				
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities / (ii) Other				
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a Other income	900099	122,200.			122,200.
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d		122,200.			
	12 Total revenue. See instructions		13,586,642.	537,087.	0.	143,821.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	434,621.	365,603.	69,018.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	4,334,995.	3,906,024.	428,971.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	63,355.	57,366.	5,989.	
9 Other employee benefits	603,563.	543,923.	59,640.	
10 Payroll taxes	433,386.	388,456.	44,930.	
11 Fees for services (nonemployees):				
a Management				
b Legal	149,016.		149,016.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	736,232.	484,501.	251,731.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology	27,491.	24,641.	2,850.	
15 Royalties				
16 Occupancy	2,315,757.	2,075,677.	240,080.	
17 Travel	27,076.	24,269.	2,807.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	1,152,461.	1,032,983.	119,478.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	870,183.	779,969.	90,214.	
23 Insurance	123,054.	110,297.	12,757.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a Repairs and maintenance	332,218.	297,776.	34,442.	
b Curriculum and classroom	101,517.	101,517.		
c Supplies and materials	65,152.	58,398.	6,754.	
d Professional Development	59,617.	55,030.	4,587.	
e All other expenses	101,844.	36,241.	65,603.	
25 Total functional expenses. Add lines 1 through 24e	11,931,538.	10,342,671.	1,588,867.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing		3,473,211.	1	6,149,815.
	2	Savings and temporary cash investments		5,505,391.	2	5,376,367.
	3	Pledges and grants receivable, net		361,215.	3	716,763.
	4	Accounts receivable, net		85,608.	4	125,248.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		293,636.	9	340,676.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 27,035,740.			
	b	Less: accumulated depreciation	10b 2,140,988.	25,659,552.	10c	24,894,752.
	11	Investments — publicly traded securities			11	
	12	Investments — other securities. See Part IV, line 11			12	
	13	Investments — program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		27,216,054.	15	26,733,704.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		62,594,667.	16	64,337,325.
Liabilities	17	Accounts payable and accrued expenses		517,767.	17	667,949.
	18	Grants payable			18	
	19	Deferred revenue			19	16,622.
	20	Tax-exempt bond liabilities		20,012,296.	20	19,724,400.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		29,187,852.	25	29,430,960.
	26	**Total liabilities.** Add lines 17 through 25		49,717,915.	26	49,839,931.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		12,876,752.	27	14,497,394.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		12,876,752.	32	14,497,394.
	33	Total liabilities and net assets/fund balances		62,594,667.	33	64,337,325.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	13,586,642.
2	Total expenses (must equal Part IX, column (A), line 25)	2	11,931,538.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,655,104.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	12,876,752.
5	Net unrealized gains (losses) on investments	5	-34,462.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	14,497,394.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
New Dawn Charter High School

Employer identification number
[redacted]

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . ☐

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2020 Schedule A, Part II, line 14 ..... 15 %

16a **33-1/3% support test—2021.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2020.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2021.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2020.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2021.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If 'Yes,' complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a	
b	A family member of a person described on line 11a above?	11b	
c	A 35% controlled entity of a person described on line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2	
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

a ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a	
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If 'Yes,' explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* **Part VI.**	3a	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* **Part VI** *the role played by the organization in this regard.*	3b	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1		
2	Enter 0.85 of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions

			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required – *provide details in* ***Part VI***)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9	Distributable amount for 2021 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)

		(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1	Distributable amount for 2021 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required – *explain in* ***Part VI***). See instructions.			
3	Excess distributions carryover, if any, to 2021			
a	From 2016			
b	From 2017			
c	From 2018			
d	From 2019			
e	From 2020			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2021 distributable amount			
i	Carryover from 2016 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2021 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2021 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7	**Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2017			
b	Excess from 2018			
c	Excess from 2019			
d	Excess from 2020			
e	Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

New Dawn Charter High School

Employer identification number

[redacted]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ► _____ %
b Permanent endowment ► _____ %
c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land	2,000,000.			2,000,000.
b Buildings	23,795,641.		1,377,012.	22,418,629.
c Leasehold improvements				
d Equipment	750,956.		421,781.	329,175.
e Other	489,143.		342,195.	146,948.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				24,894,752.

Part VII Investments — Other Securities. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments — Program Related. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) Operating lease right-of-use asset	26,562,404.
(2) Security Deposit	171,300.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	26,733,704.

Part X Other Liabilities.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Operating lease liability	29,430,960.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	29,430,960.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	13,552,180.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a -34,462.		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	-34,462.
3	Subtract line 2e from line 1		3	13,586,642.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	13,586,642.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	11,931,538.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	11,931,538.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	11,931,538.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The school does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019 and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

New Dawn Charter High School

Employer identification number

[redacted]

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
During our registration period we provide literature under the heading, "The Right To a Free Public School Education" which delineates our racially nondiscriminatory policy.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives various government grants.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.**

► **Attach to Form 990.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

New Dawn Charter High School

Employer identification number

[redacted]

Part I Questions Regarding Compensation

		Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
☐ Travel for companions	☐ Payments for business use of personal residence		
☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain	1b		
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
☒ Compensation committee	☐ Written employment contract		
☐ Independent compensation consultant	☒ Compensation survey or study		
☒ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a Receive a severance payment or change-of-control payment?	4a		X
b Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c Participate in or receive payment from an equity-based compensation arrangement?	4c		X
If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a The organization?	5a		X
b Any related organization?	5b		X
If 'Yes' on line 5a or 5b, describe in Part III.			
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a The organization?	6a		X
b Any related organization?	6b		X
If 'Yes' on line 6a or 6b, describe in Part III.			
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III	7		X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III	8		X
9 If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns(B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
			(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
1	Sara M. Asmussen Executive Dir.	(i) (ii)	198,462. 0.	0. 0.	0. 0.	6,185. 0.	34,332. 0.	238,979. 0.	0. 0.
2	Lisa DiGuadio Dir. Curriculum	(i) (ii)	142,949. 0.	0. 0.	0. 0.	4,465. 0.	34,496. 0.	181,910. 0.	0. 0.
3	Jose Antonio Obregon Dir. of Operations	(i) (ii)	122,843. 0.	0. 0.	0. 0.	561. 0.	34,461. 0.	157,865. 0.	0. 0.
4	Steve Ramkisson Dir. Finance	(i) (ii)	151,025. 0.	0. 0.	0. 0.	4,591. 0.	21,314. 0.	176,930. 0.	0. 0.
5		(i) (ii)							
6		(i) (ii)							
7		(i) (ii)							
8		(i) (ii)							
9		(i) (ii)							
10		(i) (ii)							
11		(i) (ii)							
12		(i) (ii)							
13		(i) (ii)							
14		(i) (ii)							
15		(i) (ii)							
16		(i) (ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE K (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information on Tax-Exempt Bonds

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

New Dawn Charter High School

Employer identification number

[redacted]

Part I Bond Issues

	(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
							Yes	No	Yes	No	Yes	No
A	Build NYC Resource Corp	45-4040561	12008EPQ3	2/21/2019	5,260,000.	Building purchase & renovation						
B	Build NYC Resource Corp	45-4040561	12008EPR1	2/21/2019	3,865,000.	Building purchase & renovation						
C	Build NYC Resource Corp	45-4040561	12008EPS9	2/21/2019	11,560,000.	Building purchase & renovation						
D												

Part II Proceeds

		A	B	C	D
1	Amount of bonds retired				
2	Amount of bonds legally defeased				
3	Total proceeds of issue	5,256,197.	3,862,206.	11,551,643.	
4	Gross proceeds in reserve funds	364,457.	267,792.	800,951.	
5	Capitalized interest from proceeds				
6	Proceeds in refunding escrows				
7	Issuance costs from proceeds				
8	Credit enhancement from proceeds				
9	Working capital expenditures from proceeds				
10	Capital expenditures from proceeds	4,855,293.	3,567,625.	10,670,570.	
11	Other spent proceeds				
12	Other unspent proceeds	36,457.	26,789.	80,112.	
13	Year of substantial completion				

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
14	Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?								
15	Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?								
16	Has the final allocation of proceeds been made?								
17	Does the organization maintain adequate books and records to support the final allocation of proceeds?	X		X		X			

Part III Private Business Use

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?								
2 Are there any lease arrangements that may result in private business use of bond-financed property?								
3a Are there any management or service contracts that may result in private business use of bond-financed property?								
b If 'Yes' to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?								
d If 'Yes' to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government ►	%		%		%		%	
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government ►	%		%		%		%	
6 Total of lines 4 and 5	%		%		%		%	
7 Does the bond issue meet the private security or payment test?								
8a Has there been a sale or disposition of any of the bond-financed property to a nongovernmental person other than a 501(c)(3) organization since the bonds were issued?								
b If 'Yes', to line 8a, enter the percentage of bond-financed property sold or disposed of	%		%		%		%	
c If 'Yes' to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?								

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?								
2 If 'No' to line 1, did the following apply?								
a Rebate not due yet?								
b Exception to rebate?								
c No rebate due?								
If 'Yes' to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?								

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Part IV Arbitrage *(continued)*

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?								
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?								
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?								
7 Has the organization established written procedures to monitor the requirements of section 148?								

Part V Procedures To Undertake Corrective Action

Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions.

Additional Information

The difference between the issue prices listed in Part I and the proceeds of the bond issue listed in Part II is the bond discount of $14,954.

SCHEDULE O (Form 990)	Supplemental Information to Form 990 or 990-EZ	OMB No. 1545-0047
Department of the Treasury Internal Revenue Service	Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information. ► Attach to Form 990 or Form 990-EZ. ► Go to *www.irs.gov/Form990* for the latest information.	2021 Open to Public Inspection

Name of the organization: New Dawn Charter High School

Employer identification number: [redacted]

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors for rewiew and comment prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The organization has a board approved conflicts of interest policy. Each board member must fill out an annual declaration stating they had no conflicts or identifying the nature of their interested party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

The board of directors initially set Executive Director's salary based on a salary report put out by the Charter Center. Each subsequent year, the executive director is rated on a performance management and retention rubric that is approved by PICCS and NYSED The outcome of the analysis determines the new salary.

Form 990, Part VI, Line 15b - Compensation Review & Approval Process - Officers & Key Employees

The salaries are set when the individual is hired. Compensation is based on student outcomes and this compensation plan is voted on by the Board of Trustees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Available upon request.

10. Authorization to do Business in New York State

- New York State Board of Regents

The University of the State of New York

Education Department

NEW DAWN CHARTER HIGH SCHOOL II

This Instrument Witnesseth that, pursuant to of §2852 of the Education Law, the Board of Regents, for and on behalf of the Education Department of the State of New York, on June 12, 2018,

Issued,

A charter valid for a term of five years in accordance with §§2851(2)(p) and 2853(1)(b-1) of the Education Law to the New Dawn Charter High School II pursuant to Article 56 of the Education Law and in accordance with the attached charter agreement dated June 11, 2018 between Ronald Tabano, on behalf of New Dawn Charter Schools, the education corporation authorized to operate such schools, and the Board of Regents of the University of the State of New York.

Issued, June 12, 2018, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 1096.

Chancellor
New York State Board of Regents

Commissioner of Education
President of the University of the State of New York

The University of the State of New York

Education Department

NEW DAWN CHARTER SCHOOLS

(Formerly New Dawn Charter High School)

AMENDMENT OF PROVISIONAL CHARTER

This Instrument Witnesseth that, the Board of Regents, for and on behalf of the Education Department of the State of New York, on June 12, 2018,

Issued,

An amendment to the provisional charter of the New Dawn Charter High School, which was first granted by the Board of Regents on September 13, 2011 and any authorized extensions and amendments thereto, be, and the same hereby is, amended to change the corporate name of the school to New Dawn Charter Schools, and further

Issued, that

The provisional charter of New Dawn Charter High School under the amended corporate name, New Dawn Charter Schools, be, and the same hereby is, amended to change the purpose for such corporation to include the operation of two charter schools, New Dawn Charter High School and New Dawn Charter High School II pursuant to Article 56 of the Education Law and in accordance with the applicable charter agreement between such corporation and the Board of Regents of the University of the State of New York and any subsequent authorized revisions or amendments thereto, and such amended provisional charter is authorized up through and including June 30, 2022 in accordance with §§2851(2)(p) and 2853(1)(a) of the Education Law.

Issued, June 12, 2018, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 1096.

Chancellor
New York State Board of Regents

Commissioner of Education
President of the University of the State of New York

The University of the State of New York

Education Department

New Dawn Charter High School

This Instrument Witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York at their meeting of September 13, 2011.

Voted, that

A provisional charter valid for a term that shall expire on June 30th of the fifth year after the date of opening of the Charter School for instruction is granted to the New Dawn Charter High School pursuant to Article 56 of the Education Law and in accordance with the attached charter agreement dated September 13, 2011 between Sara Asmussen, on behalf of New Dawn Charter High School and the Board of Regents of the University of the State of New York.

Granted, September 13, 2011, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 616.

Chancellor

President of the University and Commissioner of Education

The University of the State of New York
Education Department

NEW DAWN CHARTER HIGH SCHOOL

PROVISIONAL CHARTER

This Instrument Witnesseth that, the Board of Regents, for and on behalf of the Education Department of the State of New York, on September 13, 2011.

Voted, that

1. A provisional charter valid for a term that shall expire on June 30th of the fifth year after the date of opening of the Charter School for instruction is issued incorporating Ronald Tabano, Samir Souidi, George J. Crowley, Frank San Felice, Alicia McFarlane, Leslie Winters, Lisa DiGaudio and their successors as an education corporation under the corporate name of New Dawn Charter High School, located in the City of Brooklyn, County of Kings, State of New York.

2. The purpose for which such corporation is formed is to operate a charter school pursuant toArticle 56 of the Education Law and in accordance with the charter agreement between Sara Asmussen on behalf of New Dawn Charter High School and the Board of Regents of the University of the State of New York, as approved by the Board of Regents on September 13, 2011, and any subsequent authorized revisions or amendments thereto.

3. The names and post office addresses of the first trustees are as follows:

Ronald Tabano
50-19 215th Street
Bayside, Queens 11364

Samir Souidi
One Northside Piers, Apt. 10D
Brooklyn, NY 11211

George J. Crowley
80 Mulberry Avenue
Garden City, NY 11530

Frank San Felice
15 South Drive
Hyde Park, NY 12538

Alicia McFarlane
53 Lefferts Avenue
Brooklyn, NY 11225

Leslie Winters
166 Bank Street, #1D
New York, NY 10014

Lisa DiGaudio
3188 Roxbury Lane
Levittown, NY 11756

4. The board shall have power to adopt bylaws not inconsistent with the provisions of Article 56 of the Education Law.

5. The corporation hereby created shall be a nonstock corporation organized and operated exclusively for educational purposes as defined in section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), and no part of its earnings or net income shall inure to the benefit of any individual; and no officer, member, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services.

6. Notwithstanding any other provision of these articles the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

7. No substantial part of the activities of the corporation shall be devoted to carrying on propaganda, or otherwise attempting to influence legislation (except to the extent authorized by Internal Revenue Code section 501(h) as amended, or the corresponding provision of any future United States Internal Revenue Law, during any fiscal year or years in which the corporation has chosen to utilize the benefits authorized by the statutory provision), and the corporation shall not participate in nor intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.

8. Upon dissolution of the corporation, the board of trustees shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of the remaining assets of the corporation to the school district in which the charter school is located for a public purpose.

9. The principal office of the corporation shall be located at c/o Sara Asmussen, 548 54th Street, Brooklyn, NY 11220.

10. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.

11. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education Law.

Granted, September 13, 2011, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 616.

Chancellor

President of the University and Commissioner of Education

11. Not-For-Profit Status

New York State Department of
TAXATION and FINANCE
OTPA Sales Tax Exempt Organizations Unit
Building 9 Room 154
W.A. Harriman Campus
Albany, NY 12227

June 27, 2013

New Dawn Charter High School
242 Hoyt Street
Brooklyn, New York 11217

Dear Sir or Madam:

The Tax Law exempts New York State governmental entities such as your organization, New Dawn Charter High School, from the payment of New York State sales and use taxes on their purchases. In order to make tax exempt purchases, a New York State governmental entity must present vendors with the entity's official purchase order or other documentation (e.g., payment voucher, contract of sale, Form AC 946, *Tax Exemption Certificate*, Form ST-129, *Exemption Certificate - Tax on occupancy of hotel rooms*, etc.) which indicates that the purchaser is a New York State governmental entity.

Tax exemption numbers and Form ST-119.1, *Exempt Organization Exempt Purchase Certificate*, are not issued to New York State governmental entities. If a vendor requests a tax exemption number or Form ST-119.1, *Exempt Organization Exempt Purchase Certificate* from you, the New Dawn Charter High School may give the vendor a copy of this letter. This will assure the vendor that a governmental purchase order, or other evidence that the New Dawn Charter High School is the purchaser, is the only documentation the vendor needs in order to not collect sales tax.

For additional information, please refer to Publication 843, *A Guide to Sales Tax in New York State for Exempt Organizations*, which is available on the New York State Tax Department website at nystax.gov

New York State Department of Taxation and Finance
OTPA-Taxpayer Guidance Division
Sales Tax Exempt Organizations Unit
Building 9 Room 154
W A Harriman Campus
Albany NY 12227

12. Client List

	Vendor	Vendor address	Category
1	212 HVAC LLC	300 Morgan Avenue, Suite P, Brooklyn, NY 11211 United States	Maintenance
2	Accounting Solutions of NY	16 Ryan Street, Syosset, NY 11791 United States	Professional Service
3	Aflac	Corporate Woods Boulevard, Albany, NY 12211-2350	Benefit
4	Akerman LLP	P.O. Box 4906, Orlando, FL 32802 United States	Professional Service
5	Amazon	SYNCB/Amazon PO Box 669822, Dallas, TX 75266 United States	Supplies
6	ArteLatAm	23-17 Broadway, Queens, NY 11106 United States	Professional Service
7	Casey Fire System Inc	39-27 59th Street, Woodside, NY 11377 United States	Maintenance
8	Charter Connect	5593 N Aberdeen Ln, Stansbury Park, UT 84074 United States	Professional Service
9	Cohen Schneider Law, P.C.	275 Madison Ave Suite 1905, New York, NY 10016 United States	Professional Service
10	Con Edison	PO Box 1701, New York, NY 10116-1701 United States	Utilities
11	Danell Chambers	97-20 103rd Street, Queens, NY 11416 United States	Professional Service
12	Dell Marketing L.P.	C/O DELL USA L.P. PO Box 676021, Dallas, TX 75267-6021 United States	Supplies
13	Echalk Inc.	E-Chalk, Inc Collections Po Box 844777, Boston, MA 02284 United States	Supplies
14	Efficience LLC	8906 Legends Lake Lane, Knoxville, TN 37922 United States	Professional Service
15	Epic Security Corp.	2067 Broadway New York, NY 10023 United States	Security
16	Executive Cleaning Services, LLC	460 New York Avenue, Huntington, NY 11743 United States	Janitorial
17	Guardian	PO Box 824404, Philadelphia, PA 19182-4404 United States	Benefit
18	Hazelden Betty Ford Foundation	P.O. Box 176, Center City, MN 55012 United States	Professional Service
19	Imperial Dade	255 Route 1 and 9, Jersey City, NJ 07306 United States	Supplies
20	JJSS Jamaica CF LLC	Barone Management 511 Canal Street, Suite 500, New York, NY 10013 United States	Rent
21	Josephine Di Gaudio	25-98 36th Street Apt 1E, Queens, NY 11103 United States	Professional Service
22	Jupiter Ed, Inc.	614 S 4th Street, Suite 314, Philadelphia, PA 19147 United States	Supplies
23	LEDbetter Inc	1311 Park Street Suite 600, Alameda, CA 94501 United States	Professional Service
24	Mandelbaum Barrett PC	Becker Farm Rd, Suite 105, Roseland, NJ 07068 United States	Professional Service
25	Mitchell Center	230 Parker Avenue, Maplewood, NJ 07040 United States	Professional Service
26	MSPNetworks	1111 Broadhollow Rd STE 202, Farmingdale, NY 11735 United States	Professional Service
27	National SAM Innovation Project	9100 Shelbyville Road, Suite 280, Louisville, KY 40222 United States	Professional Service
28	National Training Network, Inc	National Training Network, Inc PO Box 36, Summerfield, NC 27358	Professional Service
29	Plus Lab Architect PLLC	95 Bergen Street Suite 105, Brooklyn, NY 11238 United States	Maintenance
30	Rellify Inc.	295 Bendix Road, Suite 260, Virginia Beach, VA 23452 United States	Professional Service
31	School Outfitters	Po Box 779193, chicago, IL 60677-9193 United States	Supplies
32	School Professionals Inc.	622 Third Avenue-39th Floor, New York, NY 10017	Professional Service
33	Staples	PO BOX 70242, Philadelphia, PA 19176 United States	Supplies
34	The Elevated Studio	3 Foster Road, Hopewell Junction, NY 12533 United States	Professional Service
35	Time Warner Cable	Time Warner Cable BOX 223085, Pittsburgh, PA 15251-2085	Internet
36	United Healthcare	UHS Premium Billing PO BOX 94017, Palatine, IL 60094-4017	Benefit

13. Litigation

Individual/Organization	Relationship to Organization	Arbitration Proceedings	Related Entity	Demand	Response To Demand	Results/Outcome
[redacted]	Ex- Exmployee of New Dawn Charter High School (Terminated for performance)	Claim Sexual Harrasment after Termination	Terminated for Performance	Compensation for Damages	Not Guilty	Insurance Settlement $400K
[redacted]	Ex- Exmployee of New Dawn Charter High School (Terminated for Non Vaccination Compliance)	Wrongful Termination due to Non-Compliance to Vaccination requirment per NYS, sued New Dawn along with multiple other entities, including NYC, NYCDOE, etc.	Terminated for Non-Compliance regarding Vaccination during Covid per NYS requirements	Compensation for Damages	Not Guilty	Insurance Settlement $190K
[redacted]	Ex- Exmployee of New Dawn Charter High School (Terminated for Non Vaccination Compliance)	Wrongful Termination due to Non-Compliance to Vaccination requirment per NYS, sued New Dawn along with multiple other entities, including NYC, NYCDOE, etc.	Terminated for Non-Compliance regarding Vaccination during Covid per NYS requirements	Compensation for Damages	Not Guilty	Insurance Settlement $150K
[redacted]	Ex- Exmployee of New Dawn Charter High School (Terminated for Job Abandonment)	Letter received from attorney, no lawsuite filed, looking for settlement due to wrongful termination.		No Follow-up as yet	Not Guilty	Open
Underaged student	Student	She was shot OUTSIDE the school. The school had done everything they could--she was a block from the school when it happened.	She graduated from New Dawn.	$1M	Not Guilty	Insurance Settlement $100K
Underaged student	Student	Even though he started the fight, staff was able to get him to a secure location. He then broke out the window to escape, rejoined the fight and was slashed across the face.		No demand as of yet	Not Guilty	Open

1. **By Laws**

Below are the current New Dawn Charter Schools Bylaws.

NEW DAWN CHARTER SCHOOLS

BYLAWS

ARTICLE I. GENERAL PROVISIONS

Section 1. Name:
The name of the organization is the New Dawn Charter Schools, running New Dawn Charter High School and New Dawn Charter High School II (known as the "Schools").

Section 2. Mission of the New Dawn Charter High School:
New Dawn Charter Schools provides over-aged and under-credited students 15 - 21 (NDCHS) and 16-21 (NDCHS II) years of age, 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 are 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.

As a transfer school that recruits high school students who have either dropped out of school or are in-school truants, NDCHS is no student's first high school and recruitment from the 8th grade does not occur. Sixteen year old 8th graders are allowed to enroll at NDCHS II. Any student eligible for enrollment in a NYC public school is eligible for enrollment at the Schools. The Schools have a very large proportion of students with disabilities and a smaller proportion are English Language Learners. Approximately 80% of the students are eligible for free and reduced lunch.

Section3. Purpose:
The purpose of the Schools are to operate and maintain public schools under a charter granted by the New York State Board of Regents as set forth in the Charters, as amended from time to time.

Section 4. Charters:
The Charters are hereby made a part of these Bylaws and the powers of the Schools and of its Trustees and Officers and all matters concerning the conduct and regulation of the affairs of the Schools, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charters. In the event of any inconsistency between the Charters and these Bylaws, the Charters shall be controlling. All references in these Bylaws to the Charters shall be construed to mean the Schools' Charters 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 "Board") of New Dawn Charter Schools. 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 Schools. The Board shall conduct or direct the affairs of the Schools and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, Open Meetings Law, the Schools' Charters and these Bylaws. The Board will delegate the management of the day-to-day operations of the Schools to the Executive Director, so long as the affairs of the Schools 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 the Executive Director of the Schools; to prescribe powers and duties and to fix compensation;
c. To provide guidance and support to the Executive Director to conduct, manage and control the affairs and activities of the Schools;
d. To enact policies and procedures which will be implemented by the Executive Director;
e. 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 Schools;
f. To act as Trustee under any trust incidental to the Schools' 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 constituting the entire Board shall be not less than five (5) nor more than fifteen (15). Subject to such minimum, the number of Trustees may be increased or decreased from time to time, by resolution of the Board, but such action by the Board shall require a vote of a majority of the entire Board and no decrease shall shorten the term of any

incumbent Trustee. The "entire Board" shall consist of the number of trustees that were elected as of the most recently held election of trustees.

Section 3. Composition of the Board of Trustees:
The Board of Trustees shall include:

a. the Board of Trustees Chairperson;
b. the Board Vice-Chair
c. the Board Treasurer
d. the Board Secretary
e. any additional Trustees determined by the Trustees provided that the total number of Trustees may not exceed fifteen (15).

Section 4. Election of Trustees and Term of Office:

The initial Trustees shall be the persons named in the Charter and shall serve until the first annual meeting of the Board. The Trustees shall hold office for 1 year terms; provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next annual meeting at which the election of Trustees is in the regular order of business and until his successor is elected or appointed and qualified. Trustees may be elected to any number of consecutive terms. To become a Trustee, a person shall be nominated by a Trustee and elected by a plurality of the Board.

Section 5. Removal of Trustees:
The Board may remove by vote of a majority of the entire Board 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.

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 a majority of the entire Board of Trustees shall be deemed to have resigned, and that vacancy shall be filled.

Section 7. Vacancies:

Any newly created Trusteeships and any vacancies on the Board arising at any time and from any cause may be filled at any meeting of the Board by a majority of the Trustees then in office, regardless of their number. The Trustees so elected shall serve until the next annual meeting at which the election of Trustees is the regular order of business and his successor is elected or appointed or qualified. A vacancy in the Board shall be deemed to exist on the occurrence of any of the following:

(a) the death, resignation or removal of any Trustee;

(b) an increase in the authorized number of Trustees by resolution of the Board; or

(c) the failure of the Trustees, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the full authorized number of Trustees to be voted for at that meeting.

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, 242 Hoyt Street, Brooklyn, NY, 11217, 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 or at any other reasonably convenient public place as the Board may designate, in accordance with the Open Meetings Law and Governor's Executive Orders such as during the COVID-19 pandemic

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 (12) 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 Board fixes the time and place of such meetings.
b. Special Meetings and regular meetings not fixed by the Board shall be held upon notice of not less than five (5) days or more than ten (10) days, such notice to be sent by first-class mail or by personal delivery 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.
c. Public Notice of all meetings will be made in accordance with the Open Meeting Law. Notice, agenda, physical location, and call-in information will be posted on the NDCS' website as well as other social media such as twitter, Facebook, and Instagram. . In the event of an emergency meeting, notices will be posted on media as well as physically posted in areas used by the public.

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). Based on Executive Order during the COVID-19 pandemic, trustees do NOT need to be in a

public space to attend videoconferences. However, the call-in instructions are available to the public for participation from their personal devices as well.

Section 3. Committees of the Board:

A committee of the Board is one that shall have authority to bind the School and shall be comprised solely of Trustees. There standing committees of the Board are as follows:

(a) Executive Committee. An Executive Committee which shall consist of five Trustees, one of whom shall be the Chair of the Board, who shall also serve as chair of the Executive Committee. The other members of the Executive Committee shall be appointed by the Chair, subject to the approval of the Board. The Executive Committee shall have all the authority of the Board except as to the following matters:

- (i) the filling of vacancies on the Board or on any committee;
- (ii) the removal of Trustees or Officers of the Board or on any committee;
- (iii) the amendment or repeal of the Bylaws or the adoption of new Bylaws;
- (iii) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable; and
- (iv) the granting of degrees.

(b) Finance Committee. A Finance Committee which shall consist of at least three (3) Trustees, one of whom shall be the Treasurer. The other members of the Finance shall be appointed by the Chair of the Board, subject to the approval of the Board. The Finance Committee shall present monthly and annual financial statements to the Board and proposes the annual budget for Board approval and advise the Treasurer and the Board in regard to the investments and general fiscal policy of the School.

(c) Audit Committee. An Audit Committee comprised of at least three (3) Trustees each of whom is an Independent Director as defined in the School's Conflict of Interest Policy. The members of the Audit Committee shall be appointed by the Chairman of the Board, subject to the approval of the Board. The Committee will annually review or retain the independent auditor and upon completion of the audit review the results of the audit and any related management letter with the independent auditor.

The Committee shall:

- (i) review with the independent auditor the scope and planning of the audit prior to the audit's commencement;
- (ii) upon completion of the audit, review and discuss with the independent auditor:

- any material risks and weaknesses in internal controls identified by the auditor;
- any restrictions placed on the scope of the auditor's activities or access to requested information;
- any significant disagreements between the auditor and management; and
- the adequacy of the corporation's accounting and financial reporting processes.

(iii) annually consider the performance and independence of the auditor; and

(iv) report on the Committee's activities to the Board.

(e) Other Committees of the Board. The Board, by resolution adopted by a majority of the entire Board, may establish and appoint other committees of the Board consisting of at least two Trustees with such powers and duties as the Board may prescribe. The members of such committees shall be appointed by the Chairman of the Board, subject to the approval of the Board.

Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee of the Board are to be conducted. In the absence of such prescription, a Committee of the Board may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee of the Board are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the Open Meetings Law.

Section 4. Committees of the School

Powers. The Board by resolution may appoint from time to time any number of persons as advisors of the School to act either singly or as a committee or committees of the School. Each advisor shall hold office during the pleasure of the Board and shall have only the authority or obligations as the Board may from time to time determine.

Section 2. No Compensation. No advisor to the School shall receive, directly or indirectly, any salary or compensation for any service rendered to the School as a member of a committee of the School, except that the Board may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the School.

Section 5. Standard of Care:

a. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee of the Board, 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 Committee of the Board 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 6. Books and Rights of Inspection:
There shall be kept at the office of the School correct books of account of the activities and transactions of the School including the minute book, which shall contain a copy of the Charter, a copy of these Bylaws, and all minutes of meetings of the Board. 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 7. 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 Committee of the Board, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

a. a related party 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 8. Duty to Maintain Board Confidences:
Every Trustee has a duty to maintain the confidentiality of all Board actions, 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"), a vice-chair, a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other Officers, as the Board deems advisable. One person may hold more than one office in the School except that no one person may hold the offices of Chair and Secretary. The Chair shall be a Trustee of the School and shall not be an employee of the School. No instrument required to be signed by more than one Officer may be signed by one person in more than one capacity.

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 and the Executive Committee.
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 Committees of the Board, 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;
    7.) receive the annual disclosure statements required by the School's Conflict of Interest Policy; and
    8.) 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. Term of Office. Each Officer serves for a one year term, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. Trustees may be nominated for an unlimited numbers of terms.

***Section 3. Removal and Resignation*:**

The Board may remove, by vote of a majority of the entire Board, any Officer 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.

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 VII. INDEMNIFICATION OF CORPORATE AGENTS

The New Dawn Charter Schools may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she or his or her testator was a Trustee, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE VIII. 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 Executive Director, Secretary, or other signatory.

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. 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 IX. AMENDMENT

These Bylaws may be amended or repealed by a two thirds majority of the Board of Trustees present at any meeting of the Board.

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: August 16, 2022

Secretary, Board of Trustees
New Dawn Charter High School

2. Board of Trustees Meeting Schedule

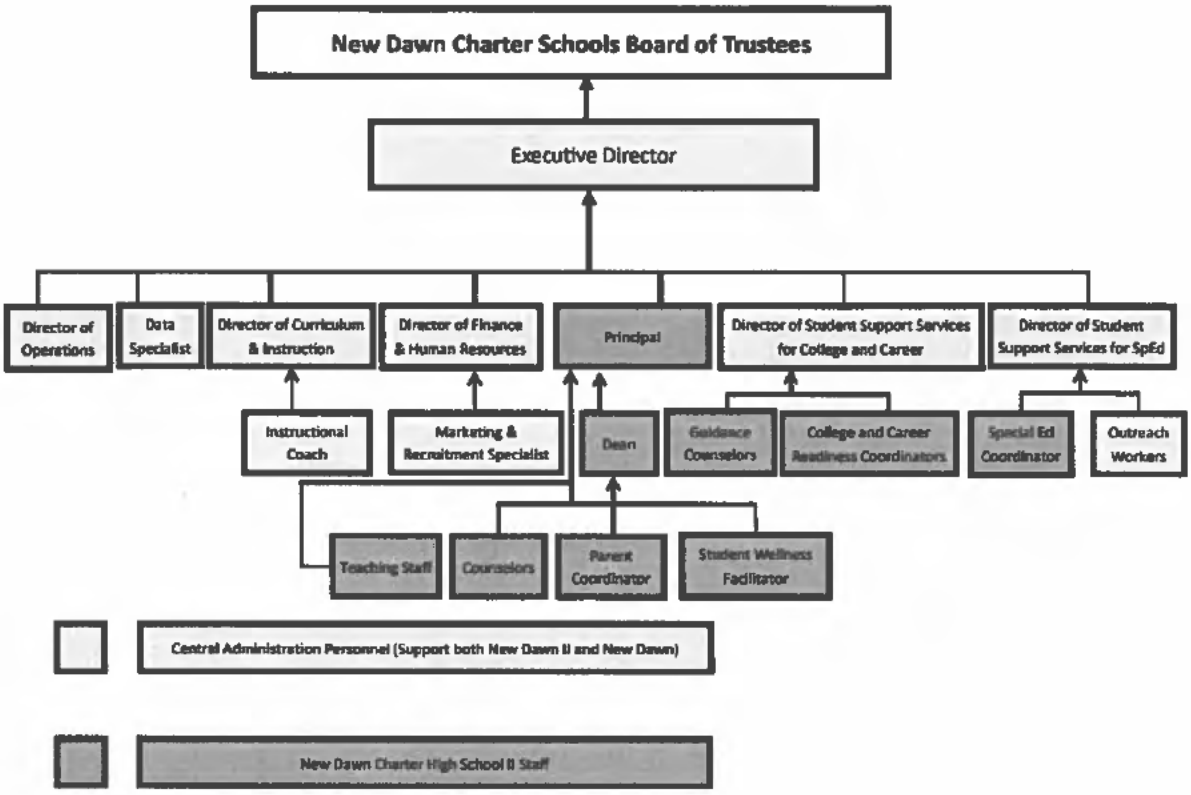
Below is the Meeting Schedule for the Start-Up Phase and Year 1.

Start Up Period January 1, 2025-August 31, 2025

December 16, 2025
January 27, 2026
February 24, 2026
March 24, 2026
April 28, 2026
May 26, 2026
June 16, 2026
July 28, 2026
August 18, 2026

Year 1 Period September 1, 2026 – June 30, 2027
September 22, 2026
October 27, 2026
November 24, 2026
December 15, 2026
January 26, 2027
February 23, 2027
March 23, 2027
April 27, 2027
May 25, 2027
June 15, 2027

3. Org Chart



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4. Annual Reports

As per conversations with CSO, below are the links for the two Schools Annual Reports for two years each.

New Dawn Charter High School – Brooklyn

2023-2024: http://www.ndchsbrooklyn.org/annualreport

2022-2023: https://www.nysed.gov/sites/default/files/programs/charter-schools/new-dawn-charter-high-school-annual-report-2022-23.pdf

New Dawn Charter High School II – Queens

2023-2024: http://www.ndchsqueens.org/annualreport

2022-2023: https://www.nysed.gov/sites/default/files/programs/charter-schools/new-dawn-charter-high-school-ii-annual-report-2022-23.pdf

5. Management Contracts

New Dawn Charter High School III (NDCHS III) will utilize the same New Dawn Charter Schools (NDCS) back-office services as New Dawn Charter High School (NDCHS) and New Dawn Charter High School II. NDCS will provide budgeting and cash-flow, financial Policies and Procedures, facilities oversight, accounting, accounts payable and receivable, government financial reporting, audit support, facilities, payroll processing and reporting, HR information and benefits, Insurances, Board Support, compliance and accountability, attendance reporting, etc. which shared cost is allocated per specific services and if combined, allocated pro-rata by either student, network or service.

Attachment E—AGREEMENT FOR SERVICES BETWEEN NDCHS II and NDCHS III

[This agreement must be vetted by attorneys and approved by the Board of Trustees, this is simply an example.)

This AGREEMENT FOR SERVICES (this"Agreement") is effective as of _____ between New Dawn Charter Schools (NDCS) located at 242 Hoyt Street, Brooklyn, New York 11217 and New Dawn Charter High School III (NDCHS III) located at _____.

I Scope of Services.

NDCHS III hereby engages and designates NDCS, and NDCS hereby accepts such engagement and designation, to provide the services outlined below on the terms and conditions set forth herein. Any services not specifically identified below will be performed by NDCHS III. In the event NDCHS III requests services and/or deliverables in addition to those described below, or should NDCHS III require NDCSI to accelerate performance of services and/or deliverables, adjusted compensation shall be negotiated prior to the rendering of such services and or deliverables.

II. General Requirements.

i. **Charter Shall Govern**. To the extent there is a conflict between the terms of the Charter granted by the State of New York, SED, and this Agreement, the terms of the Charter shall govern.

ii. **Evaluation Program.** The NDCHS III Board of Directors shall develop an annual charter management evaluation program to be conducted by NDCHS III under the oversight of the NDCHS III Board of Directors. The evaluation shall be designed to evaluate the performance of NDCHS III and its fulfillment of its obligations outlined in this Agreement. NDCHS III will conduct such evaluation on an annual basis no later than June 30 or as otherwise directed by the NDCHS III Board of Directors, and in the course of such evaluation will analyze a wide variety of data, review NDCS work samples, meet with a sampling of staff, and engage in other activities designed to obtain a detailed picture of NDCS's performance. The results of such evaluation shall be presented to the NDCHS III Board of Directors by the Director of NDCHS III and shall be

used by the NDCHS III Board of Directors in determining whether to renew this Agreement. A term sheet setting forth the performance evaluation measures related to evaluating NDCS is attached as Exhibit A hereto.

iii. Background Checks.

NDCHS III and NDCS agree that prior to

(i) hiring any employee of NDCHS III

(ii) hiring any contractor doing business with NDCHS III who performs a service involving direct student contact, or

(iii) appointing or electing any member of the Board of Directors of NDCHS III or of NDCS, such prospective employee, contractor or director, as applicable, shall be required to obtain fingerprint clearance pursuant to New York State Statutes before any such prospective employee may be hired, prospective contractor may begin to perform services or prospective director may be appointed or elected, as applicable.

iv. Authority to Retain Certain Service Providers.

The NDCHS III Board of Directors shall directly retain, select and compensate any attorney, accountant or audit firm representing NDCHS III or the NDCHS III Board of Directors.

B. NDCS shall perform the following administrative functions and services as requested by NDCHS III (collectively, the "Services"):

i. Financial Management. Financial Management will be provided by an outside organization. NDCS will be responsible for working with the management team at NDCHS III to develop and implement financial systems, policies and procedures, as well as tracking mechanisms. The Financial Management Services performed by NDCS shall be overseen by the NDCHS III Board of Directors (including, without limitation, approval of material expenditures). Signatory authority shall remain with the NDCHS III Board of Directors.

ii. Reports. Research, prepare and submit grant proposals and reports, and manage and execute general compliance activities. Proceeds of general fundraising by NDCS will be allocated based upon methodologies agreed upon between NDCS and the NDCHS III Board of Directors.

iii. Human Resources. NDCS, working with the management team at NDCHS III, will assist in the process of HR paperwork and development and implementation of systems, ensuring compliance with federal, state, and local labor laws, provide counsel as to

evaluation and discipline of personnel, and process employee terminations. All hiring, termination and other disciplinary decisions shall be made by NDCHS III with counsel by NDCS..

iv. Insurance and Risk Management. Procure and place insurance policies with such coverages as required by NDCHS III, submit and track claims, and administer risk management programs such as workplace safety.

v. Training. Provide training services in the area of Special Education to NDCHS III personnel in areas ranging from leadership development to data management to trauma-informed models of student care and behavior management.

vi. Technology. Develop a strategic plan for technology infrastructure which must be approved by the NDCS Board of Directors. Procure staff and student equipment and implement strategic plans for technology infrastructure (subject to oversight by the NDCS Board of Directors, including approval of any purchase in excess of $5,000), manage the telephone and voicemail systems, administer the mobile telephone program, and manage the vendor providing helpdesk and troubleshooting support for all technology issues.

vii. Data Evaluation. Collect, evaluate, and report to the NDCS Board of Directors on NDCHS III performance in the areas of student attendance, student and parent satisfaction, and student success after graduation. NDCS will at all times comply with the Family Educational Rights and Privacy Act in regards to the handling of confidential student information.

viii. Curriculum Development. Develop and implement curriculum materials, liaise with outside consultants with respect to evaluating and improving curriculum materials, conduct periodic reviews and analyses of curriculum materials.

C. The compensation structure for each of these services will be consistent with Section III. NDCHS III may modify its request for Services at any time upon reasonable prior notice. Any additional compensation to be paid to NDCS as the result of any such requested change in Services will be submitted in writing to NDCHS III for approval within thirty (30) days after the requested change in Services.

D. NDCHS II shall submit a quarterly bill to NDCHS III which shall list the services provided and the agreed upon rate for each service as defined in Section III.

II Term.

The term of this Agreement ("Term") shall coincide with the term of the Charter approved by the NYS SED during calendar year 2026. Either party may terminate the agreement upon providing sixty (60) days written notice.

III Service Fee.

NDCHS III shall pay NDCS the cost to NDCS of the Services performed for NDCHS III by employees of NDCS during the Term hereof (such cost, in the aggregate, the "Service Fee"). The Service Fee shall be calculated annually for the upcoming fiscal year of NDCHS III and approved by the NDCS Board of Directors. Each fiscal year of NDCHS III presently begins on July 1 and ends on June 30 of the following calendar year. The calculation of the Service Fee for each fiscal year will be set forth in a Service Fee calculation schedule. The

Type of Service	Method of Determining Percentage of Pay Allocated to TA
Executive	.3 FTE
Director of Finance & HR	.3 FTE
Director of Curriculum	.3 FTE
Director of Operations	.3 FTE
Director of Student Services – Internship & Counseling	.3 FTE
Director of Student Services – Counseling & Academics	.3 FTE

IV Termination.

Either party may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Either party may terminate this Agreement forcause at any time during the Term. For purposes of this Section, the term "for cause" shall mean:

(i) The failure of either party to observe or perform any of the covenants, conditions or provisions of this Agreement to be observed or performed by it where such failure shall continue for a period of thirty (30) days after notice thereof. In the event of any such default or breach, the non-breaching party may at any time thereafter, without further notice or demand, terminate this Agreement on thirty (30) days' notice, in addition to and not in lieu of any other rights at law or in equity, which termination shall not release the breaching party from liability for its failure to perform any of the duties or obligations set forth in this Agreement and which were required to be performed prior to termination. Any and all rights and remedies which either party may have under this Agreement, and at law and equity, shall be cumulative and shall not be deemed inconsistent with

each other, and any two or more of all such rights and remedies may be exercised at the same time insofar as permitted by law. In no event shall either party be liable to the other for incidental or consequential damages caused by or related to any termination of this Agreement.

(ii) the enactment or repeal of any Federal, State or Local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of NDCHS III in conformity with this Agreement, or the Charter materially violates NDCHS III 's, NDCS' or the State's responsibilities, duties or obligations under the federal or State constitution, statutes, laws, rules or regulations,

(iii) a regulatory authority has revoked any license which may be required for NDCHS III or NDCS to carry on its business and perform its obligations and functions under this Agreement;

(iv) either party violates any material provision of law or engages in other misconduct hat could materially affect the reputation of the other party;

(v) the State revokes its Charter with NDCHS III; or

(vi) damage or destruction of property that would render NDCHS III inoperable.

6. Philanthropic Support

None

7. Consolidated Financial Reports

Located on Portal

8. Audited Financial Statements

- 2022
- 2023
- 2024

New Dawn Charter Schools

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2024

New Dawn Charter Schools

Audited Financial Statements

June 30, 2024

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Independent Auditor's Report

To the Board of Trustees of
New Dawn Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of New Dawn Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States ("*Government Auditing Standards*"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited New Dawn Charter School's 2023 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2023, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Supplementary Information - Schedule of Financial Position by Location and Supplementary Information - Schedule of Revenue and Expenses by Location on pages 18-19 are presented for purposes of additional analysis and are not a required part of the financial statements. Such Supplementary Information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The Supplementary Information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2024 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

SAX CPAs LLP

New York, NY
October 22, 2024

New Dawn Charter Schools

Statement of Financial Position

As of June 30, 2024
(With comparative totals as of June 30, 2023)

	June 30, 2024	June 30, 2023
ASSETS		
Cash and cash equivalents	$ 16,835,034	$ 12,240,736
Government grant receivable - per pupil funding	229,643	196,401
Government grant receivable - NYC rental assistance	-	25,762
Government grant receivable - other	368,871	534,430
Program service income and other receivable	140,712	74,304
Prepaid expenses	398,650	13,307
Property and equipment, net	23,369,145	24,067,974
Restricted cash - bond proceeds	688,061	687,094
Restricted investments - bond proceeds	1,551,306	1,483,925
Operating lease right-of-use asset	25,632,568	26,095,196
Security deposit	173,800	171,300
Restricted cash - escrow account	201,357	200,038
TOTAL ASSETS	**$ 69,589,147**	**$ 65,790,467**
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 696,364	$ 777,559
Deferred revenue	70,504	5,050
Bond interest payable	360,452	366,202
Bonds payable, net	18,737,324	19,055,053
Operating lease liability	29,615,959	29,558,356
Total liabilities	49,480,603	49,762,220
NET ASSETS		
Net assets without donor restrictions	20,108,544	16,028,247
Total net assets	20,108,544	16,028,247
TOTAL LIABILITIES AND NET ASSETS	**$ 69,589,147**	**$ 65,790,467**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Statement of Activities

For the Year Ended June 30, 2024
(With comparative totals for the year ended June 30, 2023)

	June 30, 2024	June 30, 2023
WITHOUT DONOR RESTRICTIONS		
PUBLIC SUPPORT AND REVENUE		
Public school district revenue:		
Resident student enrollment	$ 11,220,357	$ 8,747,847
Students with special education services	2,425,098	2,475,939
Subtotal public school district revenue	13,645,455	11,223,786
New York City rental assistance	1,725,718	1,387,472
Other government grants	752,348	882,878
Program service income	628,054	508,879
Contributions	17,508	26,579
Other income	45	16,148
Investment income	564,599	138,079
Total public support and revenue	**17,333,727**	**14,183,821**
EXPENSES		
Program services:		
Regular education	6,777,386	6,093,305
Special education	4,803,834	5,060,426
Total program services	11,581,220	11,153,731
Supporting services - management and general	1,672,210	1,499,237
Total expenses	13,253,430	12,652,968
Change in net assets	**4,080,297**	**1,530,853**
NET ASSETS, *beginning of year*	16,028,247	14,497,394
NET ASSETS, *end of year*	**$ 20,108,544**	**$ 16,028,247**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Statement of Functional Expenses

For the Year Ended June 30, 2024
(With comparative totals for the year ended June 30, 2023)

	Program Services			Supporting Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/24	Total Expenses 6/30/23
Wages	$ 2,756,303	$ 1,982,103	$ 4,738,406	$ 578,690	$ 5,317,096	$ 5,018,534
Employee benefits and payroll taxes	771,928	555,106	1,327,034	162,068	1,489,102	1,277,380
Total personnel costs	3,528,231	2,537,209	6,065,440	740,758	6,806,198	6,295,914
Professional fees	527,944	320,515	848,459	343,551	1,192,010	1,058,538
Professional development	46,215	32,333	78,548	8,988	87,536	86,540
Student and staff recruitment	18,322	12,233	30,555	3,099	33,654	39,582
Curriculum and classroom expenses	30,463	13,838	44,301	-	44,301	60,290
Supplies and materials	59,440	42,744	102,184	12,478	114,662	92,788
Student transportation and food services	3,209	1,458	4,667	-	4,667	2,729
Occupancy and facility costs	1,212,806	872,149	2,084,955	254,630	2,339,585	2,344,239
Travel and conferences	38,782	27,889	66,671	8,141	74,812	57,574
Postage and shipping	2,768	1,991	4,759	581	5,340	4,082
Insurance	76,153	54,764	130,917	15,989	146,906	137,106
Information technology	21,628	15,553	37,181	4,540	41,721	34,096
Non-capitalized furniture and equipment	7,382	5,309	12,691	1,550	14,241	25,835
Repairs and maintenance	219,823	158,079	377,902	46,153	424,055	370,657
Depreciation	388,862	279,636	668,498	81,642	750,140	871,960
Bond interest expense	580,657	417,560	998,217	121,910	1,120,127	1,136,711
Other	14,701	10,574	25,275	28,200	53,475	34,327
Total other than personnel costs	3,249,155	2,266,625	5,515,780	931,452	6,447,232	6,357,054
Total expenses	**$ 6,777,386**	**$ 4,803,834**	**$ 11,581,220**	**$ 1,672,210**	**$ 13,253,430**	**$ 12,652,968**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Statement of Cash Flows

For the Year Ended June 30, 2024
(With comparative totals for the year ended June 30, 2023)

	June 30, 2024	June 30, 2023
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 4,080,297	$ 1,530,853
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Net realized and unrealized gain on investments	(67,381)	(42,293)
Depreciation	750,140	871,960
Amortization of bond acquisition costs and discount	27,271	27,271
Change in operating lease right-of-use asset and liability	520,231	594,604
Changes in assets and liabilities:		
Government grant receivable - per pupil funding	(33,242)	71,163
Government grant receivable - NYC rental assistance	25,762	10,220
Government grant receivable - other	165,559	(121,213)
Program service income and other receivable	(66,408)	50,944
Prepaid expenses	(385,343)	327,369
Security deposit	(2,500)	-
Accounts payable and accrued expenses	(81,195)	109,610
Deferred revenue	65,454	(11,572)
Total adjustments	**918,348**	**1,888,063**
Net cash provided by operating activities	**4,998,645**	**3,418,916**
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments (including reinvested dividends)	-	(8,443)
Purchase of furniture, equipment, and leasehold improvements	(51,311)	(45,182)
Net cash used for investing activities	**(51,311)**	**(53,625)**
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of principal	(345,000)	(324,999)
Increase in accrued bond interest	(5,750)	(5,417)
Net cash used for financing activities	**(350,750)**	**(330,416)**
Net increase in cash, cash equivalents and restricted cash	**4,596,584**	**3,034,875**
Cash, cash equivalents and restricted cash, *beginning of year*	13,127,868	10,092,993
Cash, cash equivalents and restricted cash, *end of year*	**$ 17,724,452**	**$ 13,127,868**
CASH, CASH EQUIVALENTS AND RESTRICTED CASH		
Cash and cash equivalents	$ 16,835,034	$ 12,240,736
Restricted cash - bonds proceeds	688,061	687,094
Restricted cash - bonds escrow account	201,357	200,038
Total cash, cash equivalents and restricted cash	**$ 17,724,452**	**$ 13,127,868**
SUPPLEMENTAL CASH FLOW INFORMATION		
Interest paid	$ 1,098,606	$ 1,114,856
Taxes paid	$ -	$ -

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Notes to Financial Statements

June 30, 2024

Note 1 - Organization and Nature of Activities

New Dawn Charter Schools (the "School") operates two charter schools. Both schools are publicly funded, privately managed schools, which are independent of the New York City Department of Education ("NYCDOE").

New Dawn Charter High School I ("New Dawn I"), located in Brooklyn, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York. The School provides over-aged and under-credited students 15-21 years of age the opportunity to return to school and obtain a high school diploma through a rigorous New York State Education Department ("NYSED") standards-based education program. In June 2022, the School's charter was renewed for five years, expiring June 30, 2027.

New Dawn Charter Schools was formerly known as New Dawn Charter High School. In June 2018, the Board of Regents voted to approve and issue a charter to New Dawn Charter High School II ("New Dawn II") that expires on June 30, 2024. New Dawn II is located in Queens, New York and developed to replicate the learning experience of New Dawn I. New Dawn II opened in the Fall of 2019. At that time, the School's name was changed to New Dawn Charter Schools.

The School has the following programs:

- Regular Education - Instruction provided to all students.
- Special Education - Instruction that is specially designed to meet the unique needs of students with disabilities.

The School has been notified by the Internal Revenue Service ("IRS") that it is a not-for-profit organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements.

The School is affiliated with Friends of New Dawn Charter School (" Friends") through the use of shared members of their respective Boards of Directors. Friends is a not-for-profit corporation established to support the School and function as the fundraising arm of the School. Friends does not meet the requirements for consolidation because the School does not exercise control over them.

Note 2 - Significant Accounting Policies

a. Basis of Accounting and Presentation

The financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The financial statements are presented in accordance with the provisions of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958 Presentation of Financial Statement of Not-For-Profit Entities. FASB ASC 958 requires the School to report information regarding its financial position and activities according to the following specific classes of net assets:

- *Net Assets Without Donor Restrictions* - represents those resources for which there are no restrictions by donors as to their use.

Note 2 - Significant Accounting Policies - Continued

a. *Basis of Accounting and Presentation- Continued*

- *Net Assets With Donor Restrictions* - represents those resources, the uses of which have been restricted by donors for a specific purpose or the passage of time. There were no net assets with donor restrictions at June 30, 2024 or June 30, 2023.

b. *Recently Adopted Accounting Standard*

On January 1, 2023, the Organization adopted FASB Accounting Standards Update ("ASU") 2016-13, *Financial Instruments - Credit Losses* (Topic 326). Financial assets, which potentially subject the Organization to credit losses, consist primarily of program service income receivable reflected on the statement of financial position. Expected losses are recorded to an allowance for credit losses valuation account that is net against the corresponding asset to present the net amount expected to be collected on the financial asset. The credit loss allowance is determined through analysis of the financial assets and assessments of risk that are based on historical trends and evaluation of the impact of current and projected economic conditions. The adoption of this standard did not have a material impact on the Organization's financial statements.

c. *Revenue Recognition*

The School follows the requirements of FASB ASC 958-605 for recording contributions, which are recognized at the time a contribution becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

The School evaluates whether contributions are conditional or unconditional. Contributions are considered to be conditional when both a barrier must be overcome for the School to be entitled to the revenue and a right of return of the asset or right of release from the obligation exists. Conditional grants that have not been recognized amounted to $750,000 and $960,000 at June 30, 2024 and 2023, respectively. The grants are conditional upon achieving certain performance goals and incurring qualifying expenditures.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance-related outcomes are achieved, or qualifying expenditures are incurred as well as other conditions under the agreements are met.

Contributions and grants expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30,2024 and 2023. All receivables at June 30, 2024 are expected to be received within one year.

Note 2 - Significant Accounting Policies - Continued

c. Revenue Recognition - Continued

The School also follows the requirements of FASB ASC 606 for recognizing revenue from contracts with customers. The School receives fees in exchange for certain staff that provide counseling services to other schools. This is classified as program service income and recognized as revenue at the point in time that the services are provided, and the performance obligation is met. Fees that have been earned but not paid at year end are recognized as income and a related receivable.

d. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents for purposes of the accompanying statement of cash flows. Cash maintained in escrow per requirements of the NYCDOE is treated as restricted cash.

e. Investments

Investments are recorded at fair value, which refers to the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. Realized and unrealized gains and losses and interest income are recognized in the statement of activities.

f. Concentration of Credit Risk

Financial instruments that potentially subject the School to a concentration of credit risk consist of cash, money market accounts, and investment securities which are placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, balances were in excess of insured amounts. The School did not suffer any losses due to bank failure.

The market value of investments is subject to fluctuation; however, management believes the investment policy is prudent for the long-term welfare of the School.

g. Capitalization Policy

Property and equipment that exceed $1,000 and have a useful life of greater than one year are capitalized at cost or at the fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Building and building improvements - *35 to 40 years*
Land - *Not depreciated*
Furniture and equipment - *3 to 5 years*

Note 2 - Significant Accounting Policies - Continued

h. Leases

On July 1, 2022, the School adopted the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2016-02, Leases, which requires lessees to recognize leases on the statement of financial position and disclose key information about leasing arrangements. The Organization elected transition relief that allows entities, in the period of adoption, to present the current period under the FASB's Accounting Standards Codification ("ASC") 842 and the comparative period under FASB ASC 840. The Organization also elected not to reassess at adoption (i) expired or existing contracts to determine whether they are or contain a lease, (ii) the lease classification of any existing leases, or (iii) initial direct costs for existing leases. The School determines if an arrangement is or contains a lease at inception. Leases are included in right-of-use ("ROU") assets and lease liabilities in the statement of financial position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. Operating lease expense is recognized on a straight-line basis over the lease term. The Organization does not report ROU assets and leases liabilities for its short-term leases (leases with a term of 12 months or less).

i. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Wages were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Employee benefits and payroll taxes
- Professional development
- Student and staff recruitment
- Supplies and materials
- Occupancy and facility costs
- Travel and conferences
- Postage and shipping
- Insurance
- Information technology
- Non-capitalized furniture and equipment
- Repairs and maintenance
- Depreciation
- Bond interest expense

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

j. Advertising Costs

Advertising costs are expensed as incurred.

Note 2 - Significant Accounting Policies - Continued

k. Management Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

l. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2024 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

m. Accounting for Uncertainty of Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2021 and later are subject to examination by applicable taxing authorities.

n. Summarized Comparative Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2023, from which the summarized information was derived.

Note 3 - Government Grant Receivable - Per Pupil Funding

Government grant receivable related to per pupil funding consists of the following:

	June 30,	
	2024	2023
Beginning receivable	$ 196,401	$ 267,564
Funding based on allowable FTE's	13,645,455	11,223,786
Advances received	(13,612,213)	(11,294,949)
Ending receivable	$ 229,643	$ 196,401

Note 3 - Government Grant Receivable - Per Pupil Funding - Continued

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30% of the per pupil amount or actual lease costs. During the years ended June 30, 2024 and 2023, the amount of rent subsidy recognized for New Dawn II's space was $1,725,718 and $1,387,472, respectively, based on the per pupil cap. There was a receivable balance of $0 and $25,762 as of June 30, 2024 and 2023, respectively.

Note 4 - Property and Equipment

Property and equipment consist of the following:

	June 30,	
	2024	2023
Building and building improvements	$ 23,801,641	$ 23,795,641
Land	2,000,000	2,000,000
Furniture and equipment	1,330,592	1,285,281
	27,132,233	27,080,922
Less: accumulated depreciation	(3,763,088)	(3,012,948)
Total property and equipment, net	$ 23,369,145	$ 24,067,974

Note 5 - Bonds Payable

On February 1, 2019, the School entered into a loan agreement with Build NYC Resource Corporation ("Build NYC") for the purpose of funding the acquisition, renovation, and equipping of New Dawn I's school building in Brooklyn, New York. In connection with this loan agreement, in March 2019, Build NYC issued $20,685,000 of Revenue Bonds, Series 2019 and loaned the proceeds of the issuance to the School.

The bonds consist of the following:

$5,260,000 - 5.00% Series 2019 Term Bond due February 1, 2033
$3,865,000 - 5.625% Series 2019 Term Bond due February 1, 2039
$11,560,000 - 5.75% Series 2019 Term Bond due February 1, 2049

While the bonds are not the debt of the School, the loan agreement the School has with Build NYC requires the School to make payments equal to the principal and interest of the bonds. Interest accrues on a monthly basis at coupon rates between 5% and 5.75% and is payable on an annual basis. Interest expense for the year ended June 30, 2024 and 2023 was $1,092,856 and $1,109,440, respectively.

The loan agreement is secured by the building and land that the proceeds were used to acquire. Per the terms of the agreement, the School is required to meet certain reporting and insurance covenants. As of June 30, 2024, management believes the School is in compliance with all covenants.

The bonds were issued with a discount of $14,954 and issuance costs of $803,165, which are amortized as interest expense over the life of the bonds. Amortization expense included in bond interest expense was $27,271 for the years ended June 30, 2024 and 2023.

Note 5 - Bonds Payable - Continued

Minimum principal payments on the bonds are as follows:

Year ending:	
June 30, 2025	$ 360,000
June 30, 2026	380,000
June 30, 2027	400,000
June 30, 2028	420,000
June 30, 2029	440,000
Thereafter	17,410,000
Total	19,410,000
Less unamortized bond discount	(12,296)
Less unamortized bond issuance costs	(660,380)
Total bonds payable, net	$ 18,737,324

Bond proceeds are held in cash and investment accounts as follows:

Restricted cash	$ 688,061
Restricted investments	1,551,306
Total restricted cash and investments - bond proceeds	$ 2,239,367

These accounts are restricted for the following purposes per the terms of the bond agreement:

Building costs	$ 205,892
Debt service and contingency reserve funds	1,551,306
Bond interest payments	482,169
Total restricted cash and investments - bond proceeds	$ 2,239,367

Note 6 - Investments and Fair Value Measurements

Accounting standards have established a fair value hierarchy giving the highest priority to quoted market prices in active markets and the lowest priority to unobservable data.

The fair value hierarchy is categorized into three levels based on the inputs as follows:

Level 1 - Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the School has the ability to access.

Level 2 - Valuations based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3 - Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Note 6 - Investments and Fair Value Measurements - Continued

The following summarizes the composition of investments:

	Level 1 June 30, 2024	Level 1 June 30, 2023
Treasury bills	$ 1,551,306	$ 1,483,925
	$ 1,551,306	$ 1,483,925

Level 1 securities are valued at the closing price reported on the active market that they are traded on. These methods produce a fair value calculation that may not be indicative of net realizable value or reflective of future values. The use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in different fair value measurements.

Investment return consists of the following:

	June 30, 2024	June 30, 2023
Net realized and unrealized gain	$ 67,381	$ 42,293
Interest income	497,218	95,786
Total investment return	$ 564,599	$ 138,079

Note 7 - Operating Lease Right-of-Use Asset and Operating Lease Liability

The School leases a building in Queens, NY for New Dawn II. This lease came into effect for the 2019-2020 school year and will expire on July 31, 2052. The School determined that this is an operating lease under FASB ASC Topic 842. The School is required to recognize a lease asset for the right-of-use of the space and a lease liability for payments due under the lease.

The ROU assets represent the School's right to use underlying assets for the lease term, and the lease liabilities represent the School's obligation to make lease payments arising from these leases. The ROU assets and lease liabilities, all of which arise from operating leases, were calculated based on the present value of future lease payments over the lease terms. The School did not have access to the rate implicit in the lease, so the School utilized the incremental borrowing rate as the discount rate. The discount rate associated with the lease was 5.75%. As of June 30, 2024, the remaining lease term for the operating lease was 28 years.

The lease agreement includes rental payments based on the School's per pupil funding and enrollment with a minimum rent floor for each year. The School makes separate payments to the lessor based on the property taxes assessed on the property. The School elected the practical expedient not to separate lease and non-lease components for this lease. The School recognized variable rent expense of $2,247,738 and $2,235,186 associated with the lease for the years ended June 30, 2024 and 2023, respectively. Cash paid for the operating lease for the years ended June 30, 2024 and 2023 was $1,727,507 and $1,526,852, respectively. There were no short-term lease costs during the year ended June 30, 2024 or 2023. There were no noncash investing and financing transactions related to leasing.

Note 7 - Operating Lease Right-of-Use Asset and Operating Lease Liability - Continued

The future payments due under the operating lease are as follows:

Year ending:	
June 30, 2025	$ 1,695,397
June 30, 2026	1,733,543
June 30, 2027	1,772,548
June 30, 2028	1,812,430
June 30, 2029	1,853,210
Thereafter	56,541,437
	65,408,565
Less present value discount	(35,792,606)
Total lease liability at June 30, 2024	$ 29,615,959

Note 8 - Restricted Cash - Escrow

An escrow account has been established to meet the requirement of the NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 9 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 89% of the School's total public support and revenue was received from the NYCDOE for the years ended June 30, 2024 and 2023. If the NYCDOE were to discontinue funding, this would have a severe economic impact on the School's ability to operate.

Note 10 - Retirement Plan

The School has a retirement plan under IRS Section 403(b). Employees are eligible to participate if they serve 1,000 hours for the year. All eligible employees may elect to defer a portion of their salary and contribute to this plan up to statutory amounts and, after one year of service, receive an employer base contribution equal to 50% of the salary reduction contributions made by the employee for the calendar year, not to exceed 6% of the employee's salary. In addition, the School can decide to give a discretionary based contribution. The School contributed $153,000 and $122,000 to the 403(b) plan during the years ended June 30, 2024 and 2023, respectively.

The following vesting periods apply:

Period	Vesting Percentage
Less than 2 years	0%
2 years	20%
3 years	40%
4 years	60%
5 years	80%
6 years or more	100%

Note 11 - Availability and Liquidity

The following reflects the School's financial assets at June 30, 2024 that are available to meet cash needs for general expenditures within one year:

Financial assets at year end:	
Cash and cash equivalents	$ 16,835,034
Government grant receivable - per pupil funding	229,643
Government grant receivable - other	368,871
Program service income and other receivable	140,712
Financial assets available to meet cash needs for general expenditures within one year	$ 17,574,260

There were no external or internal limits on these financial assets. The School maintains cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, the school operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 12 - Subsequent Events

Subsequent events have been evaluated through October 22, 2024, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

New Dawn Charter Schools

Supplementary Information - Schedule of Financial Position by Location

At June 30, 2024

	Brooklyn	Queens	Total
ASSETS			
Cash and cash equivalents	$ 6,452,297	$ 10,382,737	$ 16,835,034
Government grant receivable - per pupil funding	1,361	228,282	229,643
Government grant receivable - other	211,113	157,758	368,871
Program service income and other receivable	110,967	29,745	140,712
Prepaid expenses	144,723	253,927	398,650
Property and equipment, net	23,282,472	86,673	23,369,145
Restricted cash - bond proceeds	688,061	-	688,061
Restricted investments - bond proceeds	1,551,306	-	1,551,306
Operating lease right-of-use asset	-	25,632,568	25,632,568
Security deposit	23,800	150,000	173,800
Restricted cash - escrow account	101,300	100,057	201,357
Interschool receivable/(payable) balance	732,775	(732,775)	-
Total assets	**$ 33,300,175**	**$ 36,288,972**	**$ 69,589,147**
LIABILITIES AND NET ASSETS			
Liabilities:			
Accounts payable and accrued expenses	$ 391,629	$ 304,735	$ 696,364
Deferred revenue	1,697	68,807	70,504
Bond interest payable	360,452	-	360,452
Bonds payable, net	18,737,324	-	18,737,324
Operating lease liability	-	29,615,959	29,615,959
Total liabilities	19,491,102	29,989,501	49,480,603
Net assets:			
Net assets without donor restrictions	13,809,073	6,299,471	20,108,544
Total net assets	13,809,073	6,299,471	20,108,544
Total liabilities and net assets	**$ 33,300,175**	**$ 36,288,972**	**$ 69,589,147**

New Dawn Charter Schools

Supplementary Information - Schedule of Revenue and Expenses by Location

For the Year Ended June 30, 2024

	Brooklyn	Queens	Total
WITHOUT DONOR RESTRICTIONS			
PUBLIC SUPPORT AND REVENUE			
Public school district revenue:			
Resident student enrollment	$ 4,651,483	$ 6,568,874	$ 11,220,357
Students with special education services	1,264,741	1,160,357	2,425,098
Subtotal public school district revenue	5,916,224	7,729,231	13,645,455
New York City rental assistance	-	1,725,718	1,725,718
Other government grants	437,572	314,776	752,348
Program service income	628,054	-	628,054
Contributions	18,235	(727)	17,508
Other income	45	-	45
Investment income	292,478	272,121	564,599
Total public support and revenue	**7,292,608**	**10,041,119**	**17,333,727**
EXPENSES			
Program services:			
Wages	2,946,334	2,370,762	5,317,096
Employee benefits and payroll taxes	894,782	594,320	1,489,102
Professional fees	540,104	651,906	1,192,010
Professional development	44,088	43,448	87,536
Student and staff recruitment	19,532	14,122	33,654
Curriculum and classroom expenses	26,334	17,967	44,301
Supplies and materials	67,023	47,639	114,662
Student transportation and food services	4,409	258	4,667
Occupancy and facility costs	91,847	2,247,738	2,339,585
Travel and conferences	48,717	26,095	74,812
Postage and shipping	3,412	1,928	5,340
Insurance	73,453	73,453	146,906
Information technology	22,393	19,328	41,721
Non-capitalized furniture and equipment	6,384	7,857	14,241
Repairs and maintenance	244,683	179,372	424,055
Depreciation	693,698	56,443	750,141
Bond interest expense	1,120,127	-	1,120,127
Other	30,873	22,601	53,474
Total expenses	6,878,193	6,375,237	13,253,430
Change in net assets	**414,415**	**3,665,882**	**4,080,297**
NET ASSETS, *beginning of year*	13,394,658	2,633,589	16,028,247
NET ASSETS, *end of year*	**$ 13,809,073**	**$ 6,299,471**	**$ 20,108,544**

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To the Board of Trustees of
New Dawn Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Dawn Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 22, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To the Board of Trustees of
New Dawn Charter Schools

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Sax CPAs LLP

New York, NY
October 22, 2024

New Dawn Charter Schools

Schedule of Findings and Questioned Costs

June 30, 2024

Current Year:

None

Prior Year:

None - There were no findings in the prior year.

Communication with Those Charged with Governance

To the Board of Trustees of
New Dawn Charter Schools

We have audited the financial statements of New Dawn Charter Schools (the "School") for the year ended June 30, 2024 and have issued our report thereon dated October 22, 2024 Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Generally Accepted Auditing Standards
As stated in our engagement letter dated July 8, 2024, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope of Audit
We performed our audit according to the plan previously communicated to you in our engagement letter.

Significant Accounting Policies
Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements.

Effective July 1, 2023, the School adopted FASB Accounting Standards Update ("ASU") 2016-13, Financial Instruments - Credit Losses ("Topic 326"). Financial assets, which potentially subject the Organization to credit losses, consist primarily of counseling fee receivable, reflected on the statement of financial position. Expected losses are recorded to an allowance for credit losses valuation account that is net against the corresponding asset to present the net amount expected to be collected on the financial asset. The credit loss allowance is determined through analysis of the financial assets and assessments of risk that are based on historical trends and evaluation of the impact of current and projected economic conditions. The adoption of this standard did not have a material impact on the School's financial statements.

Other than this ASU, no new accounting policies were adopted during the year under audit and the application of existing policies was not changed during the year.

We noted no transactions entered into by the School during the period that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting Estimates
Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.
The most sensitive estimates used in preparing the financial statements were as follows:

- The allocation of expenses into program, management and fundraising categories and to determine use of government grant funds
- Estimate for collectability of receivables
- Fixed asset depreciation methods and useful lives

We evaluated the key factors and assumptions used to develop the above estimates in determining that they are reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Significant Audit Adjustments
Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. There were no adjustments of this kind. There are no known adjustments posed to management that have not been recorded.

Disagreements with Management
For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Consultations with Other Independent Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

Difficulties Encountered in Performing the Audit
There were no significant difficulties encountered in performing the audit

Management Representations
We have requested certain representations from management that are included in the management representation letter.

Independence Issues
Sax CPAs LLP is not aware of any relationships that our firm, or any employees thereof, has with New Dawn Charter Schools or any of its board members that, in our professional judgment may impair our independence

This information is intended solely for the use of the Board of Trustees and management of New Dawn Charter Schools.

Sax CPAs LLP

New York, NY
October 22, 2024

New Dawn Charter Schools

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2023

New Dawn Charter Schools

Audited Financial Statements

June 30, 2023

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Independent Auditor's Report

To the Board of Trustees of
New Dawn Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of New Dawn Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States ("*Government Auditing Standards*"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Summarized Comparative Information

The financial statements of the School, as of and for the year ended June 30, 2022 were audited by other auditors whose report dated October 17, 2022 expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Financial Position by Location and Schedule of Revenue and Expenses by Location on pages 18-19 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Sax CPAs LLP

New York, NY
October 30, 2023

New Dawn Charter Schools

Statement of Financial Position

As of June 30, 2023
(With comparative totals as of June 30, 2022)

	6/30/23	6/30/22
ASSETS		
Cash and cash equivalents	$ 12,240,736	$ 9,257,129
Government grant receivable - per pupil funding	196,401	267,564
Government grant receivable - NYC rental assistance	25,762	35,982
Government grant receivable - other	534,430	413,217
Program service income and other receivable	74,304	125,248
Prepaid expenses	13,307	340,676
Fixed assets, net	24,067,974	24,894,752
Restricted cash - bond proceeds	687,094	685,844
Restricted investments - bond proceeds	1,483,925	1,433,189
Operating lease right-of-use asset	26,095,196	26,562,404
Security deposit	171,300	171,300
Restricted cash - escrow account	200,038	150,020
Total assets	**$ 65,790,467**	**$ 64,337,325**
LIABILITIES AND NET ASSETS		
Liabilities:		
Accounts payable and accrued expenses	$ 777,559	$ 667,949
Deferred revenue	5,050	16,622
Bond interest payable	366,202	371,619
Bonds payable, net	19,055,053	19,352,781
Operating lease liability	29,558,356	29,430,960
Total liabilities	49,762,220	49,839,931
Net assets:		
Net assets without donor restrictions	16,028,247	14,497,394
Total net assets	16,028,247	14,497,394
Total liabilities and net assets	**$ 65,790,467**	**$ 64,337,325**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Statement of Activities

For the Year Ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	Total 6/30/23	Total 6/30/22
WITHOUT DONOR RESTRICTIONS:		
Public support and revenue:		
Public school district revenue:		
Resident student enrollment	$ 8,747,847	$ 8,109,291
Students with special education services	2,475,939	2,640,217
Subtotal public school district revenue	11,223,786	10,749,508
New York City rental assistance	1,387,472	1,136,955
Other government grants	882,878	1,007,568
Program service income	508,879	537,087
Contributions	26,579	11,703
Other income	16,148	122,200
Investment return	138,079	(12,841)
Total public support and revenue	**14,183,821**	**13,552,180**
EXPENSES		
Program services:		
Regular education	6,093,305	5,048,369
Special education	5,060,426	5,294,302
Total program services	11,153,731	10,342,671
Supporting services - management and general	1,499,237	1,588,867
Total expenses	**12,652,968**	**11,931,538**
Change in net assets	**1,530,853**	**1,620,642**
NET ASSETS, *beginning of year*	14,497,394	12,876,752
NET ASSETS, *end of year*	**$ 16,028,247**	**$ 14,497,394**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Statement of Functional Expenses

For the Year Ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	Program Services			Supporting Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/23	Total Expenses 6/30/22
Wages	$ 2,452,983	$ 2,058,032	$ 4,511,015	$ 507,519	$ 5,018,534	$ 4,695,670
Employee benefits and payroll taxes	624,365	523,837	1,148,202	129,178	1,277,380	1,174,250
Total personnel costs	3,077,348	2,581,869	5,659,217	636,697	6,295,914	5,869,920
Professional fees	420,345	313,511	733,856	324,682	1,058,538	885,248
Professional development	42,985	35,266	78,251	8,289	86,540	59,617
Student and staff recruitment	20,104	15,986	36,090	3,492	39,582	52,745
Curriculum and classroom expenses	38,492	21,798	60,290	-	60,290	101,517
Supplies and materials	45,353	38,051	83,404	9,384	92,788	65,152
Student transportation and food services	1,742	987	2,729	-	2,729	6,783
Occupancy and facility costs	1,145,830	961,342	2,107,172	237,067	2,344,239	2,315,757
Travel and conferences	28,141	23,610	51,751	5,823	57,574	27,076
Postage and shipping	1,995	1,674	3,669	413	4,082	3,518
Insurance	67,015	56,225	123,240	13,866	137,106	123,054
Information technology	16,666	13,982	30,648	3,448	34,096	27,491
Non-capitalized furniture and equipment	12,628	10,595	23,223	2,612	25,835	27,943
Repairs and maintenance	181,172	152,002	333,174	37,483	370,657	332,218
Depreciation	426,201	357,579	783,780	88,180	871,960	870,183
Bond interest expense	555,607	466,149	1,021,756	114,955	1,136,711	1,152,461
Other	11,681	9,800	21,481	12,846	34,327	10,855
Total other than personnel costs	3,015,957	2,478,557	5,494,514	862,540	6,357,054	6,061,618
Total expenses	**$ 6,093,305**	**$ 5,060,426**	**$ 11,153,731**	**$ 1,499,237**	**$ 12,652,968**	**$ 11,931,538**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Statement of Cash Flows

For the Year Ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	6/30/23	6/30/22
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 1,530,853	$ 1,620,642
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Net realized and unrealized (gain)/loss on investments	(42,293)	34,462
Depreciation	871,960	870,183
Amortization of bond acquisition costs and discount	27,271	27,271
Changes in assets and liabilities:		
Government grant receivable - per pupil funding	71,163	(183,490)
Government grant receivable - NYC rental assistance	10,220	(30,782)
Government grant receivable - other	(121,213)	(141,276)
Program service income and other receivable	50,944	(39,640)
Prepaid expenses	327,369	(47,040)
Operating lease right-of-use asset and liability	594,604	725,458
Accounts payable and accrued expenses	109,610	150,182
Deferred revenue	(11,572)	16,622
Total adjustments	**1,888,063**	**1,381,950**
Net cash provided by operating activities	**3,418,916**	**3,002,592**
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments (including reinvested dividends)	(8,443)	(12,426)
Purchase of furniture, equipment, and leasehold improvements	(45,182)	(91,000)
Capitalized cost of purchasing a building and related construction	-	(14,383)
Net cash used for investing activities	**(53,625)**	**(117,809)**
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of principal	(324,999)	(310,002)
Increase in accrued bond interest	(5,417)	(5,165)
Net cash used for financing activities	**(330,416)**	**(315,167)**
Net increase in cash, cash equivalents and restricted cash	**3,034,875**	**2,569,616**
Cash, cash equivalents and restricted cash, *beginning of year*	10,092,993	7,523,377
Cash, cash equivalents and restricted cash, *end of year*	**$ 13,127,868**	**$ 10,092,993**
CASH, CASH EQUIVALENTS AND RESTRICTED CASH		
Cash and cash equivalents	$ 12,240,736	$ 9,257,129
Restricted cash - bonds proceeds	687,094	685,844
Restricted cash - bonds escrow account	200,038	150,020
Total cash, cash equivalents and restricted cash	**$ 13,127,868**	**$ 10,092,993**
SUPPLEMENTAL CASH FLOW INFORMATION		
Interest paid	**$ 1,114,856**	**$ 1,130,230**
Taxes paid	**$ -**	**$ -**

The attached notes and auditor's report are an integral part of these financial statements.

New Dawn Charter Schools

Notes to Financial Statements

June 30, 2023

Note 1 - Organization and Nature of Activities

New Dawn Charter Schools (the "School") operates two charter schools. Both schools are publicly funded, privately managed schools, which are independent of the New York City Department of Education ("NYCDOE").

New Dawn Charter High School I ("New Dawn I"), located in Brooklyn, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York. The School provides over-aged and under-credited students 15-21 years of age the opportunity to return to school and obtain a high school diploma through a rigorous New York State Education Department ("NYSED") standards-based education program. In June 2022, the School's charter was renewed for five years, expiring June 30, 2027.

New Dawn Charter Schools was formerly known as New Dawn Charter High School. In June 2018, the Board of Regents voted to approve and issue a charter to New Dawn Charter High School II ("New Dawn II") that expires on June 30, 2024. New Dawn II is located in Queens, New York and developed to replicate the learning experience of New Dawn I. New Dawn II opened in the Fall of 2019. At that time, the School's name was changed to New Dawn Charter Schools.

The School has the following programs:

- Regular Education - Instruction provided to all students.
- Special Education - Instruction that is specially designed to meet the unique needs of students with disabilities.

The School has been notified by the Internal Revenue Service ("IRS") that it is a not-for-profit organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements.

The School is affiliated with Friends of New Dawn Charter School ("Friends") through the use of shared members of their respective Boards of Directors. Friends is a not-for-profit corporation established to support the School and function as the fundraising arm of the School. Friends does not meet the requirements for consolidation because the School does not exercise control over them.

Note 2 - Significant Accounting Policies

a. Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Basis of Presentation

The School reports information regarding their financial position and activities according to the following classes of net assets:

- *Net Assets Without Donor Restrictions* - represents those resources for which there are no restrictions by donors as to their use.

Note 2 - Significant Accounting Policies – Continued

b. Basis of Presentation- Continued

- *Net Assets With Donor Restrictions* - represents those resources, the uses of which have been restricted by donors for a specific purpose or the passage of time. There were no net assets with donor restrictions at June 30, 2023 or June 30, 2022.

c. Revenue Recognition

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958-605 for recording contributions, which are recognized at the time a contribution becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

The School evaluates whether contributions are conditional or unconditional. Contributions are considered to be conditional when both a barrier must be overcome for the School to be entitled to the revenue and a right of return of the asset or right of release from the obligation exists. Conditional grants that have not been recognized amounted to $960,000 at June 30, 2023. The grants are conditional upon achieving certain performance goals and incurring qualifying expenditures.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred as well as other conditions under the agreements are met.

Contributions and grants expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2023 and 2022. All receivables at June 30, 2023 are expected to be received within one year.

The School also follows the requirements of FASB ASC 606 for recognizing revenue from contracts with customers. The School receives fees in exchange for certain staff that provide counseling services to other schools. This is classified as program service income and recognized as revenue at the point in time that the services are provided, and the performance obligation is met. Management fees that have been earned but not paid at year end are recognized as income and a related receivable.

Note 2 - Significant Accounting Policies - Continued

d. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents for purposes of the accompanying statement of cash flows. Cash maintained in escrow per requirements of the NYCDOE is treated as restricted cash.

e. Investments

Investments are recorded at fair value, which refers to the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. Realized and unrealized gains and losses and interest income are recognized in the statement of activities.

f. Concentration of Credit Risk

Financial instruments that potentially subject the School to a concentration of credit risk consist of cash, money market accounts, and investment securities which are placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, balances were in excess of insured amounts. The School did not suffer any losses due to bank failure.

The market value of investments is subject to fluctuation; however, management believes the investment policy is prudent for the long-term welfare of the School.

g. Capitalization Policy

Property and equipment that exceed $1,000 and have a useful life of greater than one year are capitalized at cost or at the fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Building and building improvements - *35 to 40 years*
Land - *Not depreciated*
Furniture and equipment - *3 to 5 years*

h. Leases

The School determines if an arrangement is or contains a lease at inception. Leases are included in right-of-use ("ROU") assets and lease liabilities in the statement of financial position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. Operating lease expense is recognized on a straight-line basis over the lease term. The School does not report ROU assets and lease liabilities for its short-term leases (leases with a term of 12 months or less). Instead, the lease payments of those leases are reported as lease expense on a straight-line basis over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School with exercise that option.

Note 2 - Significant Accounting Policies - Continued

i. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Wages were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Employee benefits and payroll taxes
- Professional development
- Student and staff recruitment
- Supplies and materials
- Occupancy and facility costs
- Travel and conferences
- Postage and shipping
- Insurance
- Information technology
- Non-capitalized furniture and equipment
- Repairs and maintenance
- Depreciation
- Bond interest expense

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

j. Advertising Costs

Advertising costs are expensed as incurred.

k. Management Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

l. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

Note 2 - Significant Accounting Policies - Continued

l. Contingencies - Continued

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2023 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

m. Accounting for Uncertainty of Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2020 and later are subject to examination by applicable taxing authorities.

n. Summarized Comparative Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Note 3 - Government Grant Receivable - Per Pupil Funding

Government grant receivable related to per pupil funding consists of the following:

	6/30/23	6/30/22
Beginning receivable	$ 267,564	$ 84,074
Funding based on allowable FTE's	11,223,786	10,749,508
Advances received	(11,294,949)	(10,566,018)
Ending receivable	$ 196,401	$ 267,564

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30% of the per pupil amount or actual lease costs. During the years ended June 30, 2023 and 2022, the amount of rent subsidy recognized for New Dawn II's space was $1,387,472 and $1,136,955, respectively, based on the per pupil cap. There was a receivable balance of $25,762 and $35,982 as of June 30, 2023 and 2022, respectively.

Note 4 - Fixed Assets

Fixed assets consist of the following:

	6/30/23	6/30/22
Building and building improvements	$ 23,795,641	$ 23,795,641
Land	2,000,000	2,000,000
Furniture and equipment	1,285,281	1,240,099
	27,080,922	27,035,740
Less: accumulated depreciation	(3,012,948)	(2,140,988)
Total fixed assets, net	$ 24,067,974	$ 24,894,752

Note 5 - Bonds Payable

On February 1, 2019, the School entered into a loan agreement with Build NYC Resource Corporation ("Build NYC") for the purpose of funding the acquisition, renovation, and equipping of New Dawn I's school building in Brooklyn, New York. In connection with this loan agreement, in March 2019, Build NYC issued $20,685,000 of Revenue Bonds, Series 2019 and loaned the proceeds of the issuance to the School.

The bonds consist of the following:

$5,260,000 - 5.00% Series 2019 Term Bond due February 1, 2033
$3,865,000 - 5.625% Series 2019 Term Bond due February 1, 2039
$11,560,000 - 5.75% Series 2019 Term Bond due February 1, 2049

While the bonds are not the debt of the School, the loan agreement the School has with Build NYC requires the School to make payments equal to the principal and interest of the bonds. Interest accrues on a monthly basis at coupon rates between 5% and 5.75% and is payable on an annual basis. Interest expense for the year ended June 30, 2023 and 2022 was $1,109,440 and $1,125,190, respectively.

The loan agreement is secured by the building and land that the proceeds were used to acquire. Per the terms of the agreement, the School is required to meet certain reporting and insurance covenants. As of June 30, 2023, management believes the School is in compliance with all covenants.

The bonds were issued with a discount of $14,954 and issuance costs of $803,165, which are amortized as interest expense over the life of the bonds. Amortization expense included in bond interest expense was $27,271 for the years ended June 30, 2023 and 2022.

Note 5 - Bonds Payable - Continued

Minimum principal payments on the bonds are as follows:

Year ending:	
June 30, 2024	$ 345,000
June 30, 2025	360,000
June 30, 2026	380,000
June 30, 2027	400,000
June 30, 2028	420,000
Thereafter	17,850,000
Total	19,755,000
Less: unamortized bond discount	(12,794)
Less: unamortized bond issuance costs	(687,153)
Total bonds payable, net	$ 19,055,053

Bond proceeds are held in cash and investment accounts as follows:

Restricted cash	$ 687,094
Restricted investments	1,483,925
Total restricted cash and investments - bond proceeds	$ 2,171,019

These accounts are restricted for the following purposes per the terms of the bond agreement:

Building costs	$ 205,892
Debt service and contingency reserve funds	1,483,925
Bond interest payments	481,202
Total restricted cash and investments - bond proceeds	$ 2,171,019

Note 6 - Investments and Fair Value Measurements

Accounting standards have established a fair value hierarchy giving the highest priority to quoted market prices in active markets and the lowest priority to unobservable data.

The fair value hierarchy is categorized into three levels based on the inputs as follows:

Level 1 - Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the School has the ability to access.

Level 2 - Valuations based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3 - Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Note 6 - Investments and Fair Value Measurements – Continued

The following summarizes the composition of investments:

	Level 2	
	6/30/23	6/30/22
Treasury bills	$ 1,483,925	$ -
Corporate bonds	-	1,433,189
	$ 1,483,925	$ 1,433,189

Level 2 securities are valued using observable market inputs for securities that are similar to those owned. These methods produce a fair value calculation that may not be indicative of net realizable value or reflective of future values. The use of different methodologies or assumptions to determine the fair value or certain financial instruments could result in different fair value measurements.

Investment return consists of the following:

	6/30/23	6/30/22
Net realized and unrealized gain/(loss)	$ 42,293	$ (34,462)
Interest income	95,786	21,621
Total investment return	$ 138,079	$ (12,841)

Note 7 - Operating Lease Right-of-Use Asset and Operating Lease Liability

The School leases a building in Queens, NY for New Dawn II. This lease came into effect for the 2019-2020 school year and will expire on July 31, 2052. The School determined that this is an operating lease under FASB ASC Topic 842. The School is required to recognize a lease asset for the right-of-use of the space and a lease liability for payments due under the lease.

The ROU assets represent the School's right to use underlying assets for the lease term, and the lease liabilities represent the School's obligation to make lease payments arising from these leases. The ROU assets and lease liabilities, all of which arise from operating leases, were calculated based on the present value of future lease payments over the lease terms. The School did not have access to the rate implicit in the lease, so the School utilized the incremental borrowing rate as the discount rate. The weighted average discount rate associated with the lease was 5.75%. As of June 30, 2023, the weighted-average remaining lease term for the operating lease was 30 years.

The lease agreement includes rental payments based on the School's per pupil funding and enrollment with a minimum rent floor for each year. The School makes separate payments to the lessor based on the property taxes assessed on the property. The School elected the practical expedient not to separate lease and non-lease components for this lease. The School recognized variable rent expense of $2,235,186 associated with the lease for the year ended June 30, 2023. Cash paid for the operating lease for the year ended June 30, 2023 was $1,526,852. There were no short-term lease costs during the year ended June 30, 2023. There were no noncash investing and financing transactions related to leasing.

The future payments due under the operating lease are as follows:

Year ending:	
June 30, 2024	$ 1,658,090
June 30, 2025	1,695,397
June 30, 2026	1,733,543
June 30, 2027	1,772,548
June 30, 2028	1,812,430
Thereafter	58,394,646
	67,066,654
Less: present value discount	(37,508,298)
Total lease liability at June 30, 2023	$ 29,558,356

Note 8 - Restricted Cash - Escrow

An escrow account has been established to meet the requirement of the NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 9 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 91% and 89% of the School's total public support and revenue was received from the NYCDOE for the years ended June 30, 2023 and 2022, respectively. If the NYCDOE were to discontinue funding, this would have a severe economic impact on the School's ability to operate.

Note 10 - Retirement Plan

The School has a retirement plan under IRS Section 403(b). Employees are eligible to participate if they serve 1,000 hours for the year. All eligible employees may elect to defer a portion of their salary and contribute to this plan up to statutory amounts and, after 1 year of service, receive an employer base contribution equal to 50% of the salary reduction contributions made by the employee for the calendar year, not to exceed 6% of the employee's salary. In addition, the School can decide to give a discretionary based contribution. The School contributed $122,000 and $74,000 to the 403(b) plan during the years ended June 30, 2023 and 2022, respectively.

The following vesting periods apply:

Period	Vesting Percentage
Less than 2 years	0%
2 years	20%
3 years	40%
4 years	60%
5 years	80%
6 years or more	100%

Note 11 - Availability and Liquidity

The following reflects the School's financial assets at June 30, 2023 that are available to meet cash needs for general expenditures within one year:

Financial assets at year end:	
Cash and cash equivalents	$ 12,240,736
Government grant receivable - per pupil funding	196,401
Government grant receivable - NYC rental assistance	25,762
Government grant receivable - other	534,430
Program service income and other receivable	74,304
Financial assets available to meet cash needs for general expenditures within one year	$ 13,071,633

There were no external or internal limits on these financial assets. The School maintains cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, the school operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 12 - Subsequent Events

Subsequent events have been evaluated through October 30, 2023, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

New Dawn Charter Schools

Schedule of Financial Position by Location

At June 30, 2023

	Brooklyn	Queens	Total
ASSETS			
Cash and cash equivalents	$ 5,774,094	$ 6,466,642	$ 12,240,736
Government grant receivable - per pupil funding	69,635	126,766	196,401
Government grant receivable - NYC rental assistance	-	25,762	25,762
Government grant receivable - other	413,356	121,074	534,430
Program service income and other receivable	65,424	8,880	74,304
Prepaid expenses	9,107	4,200	13,307
Fixed assets, net	23,969,119	98,855	24,067,974
Restricted cash - bond proceeds	687,094	-	687,094
Restricted investments - bond proceeds	1,483,925	-	1,483,925
Operating lease right-of-use asset	-	26,095,196	26,095,196
Security deposit	21,300	150,000	171,300
Restricted cash - escrow account	100,000	100,038	200,038
Interschool receivable /(payable) balance	567,827	(567,827)	-
Total assets	**$ 33,160,881**	**$ 32,629,586**	**$ 65,790,467**
LIABILITIES AND NET ASSETS			
Liabilities:			
Accounts payable and accrued expenses	$ 343,271	$ 434,288	$ 777,559
Deferred revenue	1,697	3,353	5,050
Bond interest payable	366,202	-	366,202
Bonds payable, net	19,055,053	-	19,055,053
Operating lease liability	-	29,558,356	29,558,356
Total liabilities	19,766,223	29,995,997	49,762,220
Net assets:			
Net assets without donor restrictions	13,394,658	2,633,589	16,028,247
Total net assets	13,394,658	2,633,589	16,028,247
Total liabilities and net assets	**$ 33,160,881**	**$ 32,629,586**	**$ 65,790,467**

New Dawn Charter Schools

Schedule of Revenue and Expenses by Location

For the Year Ended June 30, 2023

	Brooklyn	Queens	Total
WITHOUT DONOR RESTRICTIONS			
Public support and revenue:			
Public school district revenue:			
Resident student enrollment	$ 4,125,100	$ 4,622,747	$ 8,747,847
Students with special education services	1,277,881	1,198,058	2,475,939
Subtotal public school district revenue	5,402,981	5,820,805	11,223,786
New York City rental assistance	-	1,387,472	1,387,472
Other government grants	614,276	268,602	882,878
Program service income	508,879	-	508,879
Contributions	26,579	-	26,579
Other income	16,148	-	16,148
Investment return	138,062	17	138,079
Total public support and revenue	**6,706,925**	**7,476,896**	**14,183,821**
EXPENSES			
Program services:			
Wages	2,712,532	2,306,002	5,018,534
Employee benefits and payroll taxes	714,345	563,035	1,277,380
Professional fees	549,610	508,928	1,058,538
Professional development	48,668	37,872	86,540
Student and staff recruitment	25,152	14,430	39,582
Curriculum and classroom expenses	37,791	22,499	60,290
Supplies and materials	60,717	32,071	92,788
Student transportation and food services	2,569	160	2,729
Occupancy and facility costs	107,206	2,237,033	2,344,239
Travel and conferences	45,486	12,088	57,574
Postage and shipping	2,486	1,596	4,082
Insurance	68,633	68,473	137,106
Information technology	18,922	15,174	34,096
Non-capitalized furniture and equipment	20,005	5,830	25,835
Repairs and maintenance	227,612	143,045	370,657
Depreciation	811,539	60,421	871,960
Bond interest expense	1,136,711	-	1,136,711
Other	26,302	8,025	34,327
Total expenses	6,616,286	6,036,682	12,652,968
Change in net assets	**90,639**	**1,440,214**	**1,530,853**
NET ASSETS, *beginning of year*	13,304,019	1,193,375	14,497,394
NET ASSETS, *end of year*	**$ 13,394,658**	**$ 2,633,589**	**$ 16,028,247**

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To the Board of Trustees of
New Dawn Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Dawn Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 30, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Sax CPAs LLP

New York, NY
October 30, 2023

New Dawn Charter Schools

Schedule of Findings and Questioned Costs

June 30, 2023

Current Year:

None

Prior Year:

None - There were no findings in the prior year.

Observations and Recommendations

To Management of
New Dawn Charter Schools (the "School")

As a result of our audit for the year ended June 30, 2023, we want to provide a follow up to a recommendation from the prior year's audit:

Tax-Exempt Bonds - Written Procedures for Monitoring Compliance
During fiscal year 2019, the School received proceeds from municipal bonds issued on its behalf. The IRS recommends that issuers adopt written procedures for monitoring post-issuance compliance that go beyond reliance on tax certificates included in the bond documents. They note that sole reliance on the closing bond documents may result in procedures insufficiently detailed or not incorporated into an issuer's operations.

Written procedures should contain certain key characteristics, including making provision for:

- Due diligence review at regular intervals;
- Identifying the official or employee responsible for review;
- Training of the responsible official/employee;
- Retention of adequate records to substantiate compliance (e.g., records relating to expenditure of proceeds);
- Procedures reasonably expected to timely identify noncompliance; and
- Procedures ensuring that the issuer will take steps to timely correct noncompliance.

The form 990 contains a question about whether the organization has written procedures in place. Since the form 990 is a public document, we recommended adopting written procedures for monitoring compliance that are outside of the bond closing documents.

***Follow-up for June 30, 2023**: We continue our recommendation.*

This communication is intended solely for the information and use of management, the board of trustees, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

Sax CPAs LLP
New York, NY
October 30, 2023

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

NEW DAWN CHARTER SCHOOLS

Audited Financial Statements In Accordance With Government Auditing Standards

June 30, 2022

307 Fifth Avenue, 15th Floor
New York, New York 10016
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NEW DAWN CHARTER SCHOOLS

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditors' Report

To the Board of Trustees of
New Dawn Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of New Dawn Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users on the basis of these financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited the School's 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 22, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Financial Position by Location and Schedule of Revenue and Expenses by Location on pages 17-18 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 17, 2022

NEW DAWN CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2022
(With comparative totals at June 30, 2021)

	6/30/22	6/30/21*
Assets		
Cash and cash equivalents	$9,257,129	$6,687,357
Government grant receivable - per pupil funding (Note 3)	267,564	84,074
Government grant receivable - NYC rental assistance (Note 3)	35,982	5,200
Government grants receivable - other	413,217	271,941
Program service income and other receivable	125,248	85,608
Prepaid expenses	340,676	293,636
Fixed assets, net (Note 4)	24,894,752	25,659,552
Restricted cash - bond proceeds (Note 5)	685,844	686,011
Restricted investments - bond proceeds (Notes 5 and 6)	1,433,189	1,455,225
Operating lease right-of-use asset (Note 7)	26,562,404	27,044,754
Security deposit	171,300	171,300
Restricted cash - escrow account (Note 8)	150,020	150,009
Total assets	$64,337,325	$62,594,667
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$667,949	$517,767
Government grant advance	16,622	0
Bond interest payable	371,619	376,784
Bonds payable, net (Note 5)	19,352,781	19,635,512
Operating lease liability (Note 7)	29,430,960	29,187,852
Total liabilities	49,839,931	49,717,915
Net assets - without donor restrictions	14,497,394	12,876,752
Total liabilities and net assets	$64,337,325	$62,594,667

* Reclassified for comparative purposes

The attached notes and auditors' report are an integral part of these financial statements.

NEW DAWN CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	6/30/22	6/30/21*
Without donor restrictions:		
Public support and revenue:		
Public school district revenue: (Note 3)		
Resident student enrollment	$8,109,291	$7,043,333
Students with special education services	2,640,217	2,263,626
Subtotal public school district revenue	10,749,508	9,306,959
New York City rental assistance (Note 3)	1,136,955	827,110
Government grant - Paycheck Protection Program (Note 9)	0	646,915
Other government grants	1,007,568	504,553
Program service income	537,087	436,667
Contributions	11,703	6,508
Other income	122,200	34,614
Investment return (Note 6)	(12,841)	23,875
Total public support and revenue	13,552,180	11,787,201
Expenses:		
Program services:		
Regular education	5,048,369	4,784,130
Special education	5,294,302	4,692,360
Total program services	10,342,671	9,476,490
Supporting services - management and general	1,588,867	1,502,434
Total expenses	11,931,538	10,978,924
Change in net assets	1,620,642	808,277
Net assets - beginning of year	12,876,752	12,068,475
Net assets - end of year	$14,497,394	$12,876,752

* Reclassified for comparative purposes

The attached notes and auditors' report are an integral part of these financial statements.

NEW DAWN CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	Program Services			Supporting Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/22	Total Expenses 6/30/21
Wages	$2,045,839	$2,163,020	$4,208,859	$486,811	$4,695,670	$4,211,739
Employee benefits and payroll taxes	511,605	540,908	1,052,513	121,737	1,174,250	1,104,721
Total personnel costs	2,557,444	2,703,928	5,261,372	608,548	5,869,920	5,316,460
Professional fees	242,397	242,104	484,501	400,747	885,248	605,627
Professional development	28,504	26,526	55,030	4,587	59,617	93,362
Student and staff recruitment			0	52,745	52,745	36,704
Curriculum and classroom expenses	60,935	40,582	101,517		101,517	38,867
Supplies and materials	28,386	30,012	58,398	6,754	65,152	57,242
Student transportation and food services	4,071	2,712	6,783		6,783	100
Occupancy and facility costs	1,008,944	1,066,733	2,075,677	240,080	2,315,757	2,343,717
Travel and conferences	11,797	12,472	24,269	2,807	27,076	13,770
Postage and shipping	1,533	1,620	3,153	365	3,518	2,082
Insurance	53,613	56,684	110,297	12,757	123,054	103,109
Information technology	11,977	12,664	24,641	2,850	27,491	36,428
Non-capitalized furniture and equipment	12,174	12,872	25,046	2,897	27,943	60,557
Repairs and maintenance	144,743	153,033	297,776	34,442	332,218	274,657
Depreciation	379,127	400,842	779,969	90,214	870,183	808,811
Bad debt expense			0		0	6,055
Bond interest expense	502,112	530,871	1,032,983	119,478	1,152,461	1,167,461
Other	612	647	1,259	9,596	10,855	13,915
Total other than personnel costs	2,490,925	2,590,374	5,081,299	980,319	6,061,618	5,662,464
Total expenses	$5,048,369	$5,294,302	$10,342,671	$1,588,867	$11,931,538	$10,978,924

The attached notes and auditors' report are an integral part of these financial statements.

NEW DAWN CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	6/30/22	6/30/21*
Cash flows from operating activities:		
Change in net assets	$1,620,642	$808,277
Adjustments to reconcile change in net assets		
to net cash provided by operating activities:		
Net realized and unrealized loss on investments	34,462	8,741
Depreciation	870,183	808,811
Amortization of bond acquisition costs and discount	27,271	27,271
Payments towards operating lease	725,458	1,030,045
Changes in assets and liabilities:		
Government grant receivable - per pupil funding	(183,490)	39,612
Government grant receivable - NYC rental assistance	(30,782)	(5,200)
Government grants receivable - other	(141,276)	68,266
Program service income and other receivable	(39,640)	177,692
Prepaid expenses	(47,040)	(146,538)
Security deposit	0	203,700
Accounts payable and accrued expenses	150,182	(67,650)
Government grant advances	16,622	0
Paycheck Protection Program loan	0	(646,915)
Total adjustments	1,381,950	1,497,835
Net cash provided by operating activities	3,002,592	2,306,112
Cash flows from investing activities:		
Purchase of investments (including reinvested dividends)	(12,426)	(16,416)
Purchase of furniture, equipment, and leasehold improvements	(91,000)	(460,345)
Capitalized cost of purchasing a building and related construction	(14,383)	(1,939,838)
Net cash used for investing activities	(117,809)	(2,416,599)
Cash flows from financing activities:		
Repayment of principal	(310,002)	(196,666)
Increase in accrued bond interest	(5,165)	(103,251)
Net cash used for financing activities	(315,167)	(299,917)
Net increase/(decrease) in cash, cash equivalents and restricted cash	2,569,616	(410,404)
Cash, cash equivalents and restricted cash - beginning of year	7,523,377	7,933,781
Cash, cash equivalents and restricted cash - end of year	$10,092,993	$7,523,377
Cash, cash equivalents and restricted cash:		
Cash and cash equivalents	$9,257,129	$6,687,357
Restricted cash - bond proceeds	685,844	686,011
Restricted cash - escrow account	150,020	150,009
Total cash, cash equivalents and restricted cash	$10,092,993	$7,523,377
Supplemental disclosures:		
Interest paid	$1,130,230	$1,145,106
Taxes paid	$0	$0

* Reclassified for comparative purposes

The attached notes and auditors' report are an integral part of these financial statements.

NEW DAWN CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

Note 1 - Organization and Nature of Activities

New Dawn Charter Schools (the "School") operates two charter schools. Both schools are publicly funded, privately managed schools, which are independent of the New York City Department of Education ("NYCDOE").

New Dawn Charter High School I ("New Dawn I"), located in Brooklyn, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York. The School provides over-aged and under-credited students 15-21 years of age the opportunity to return to school and obtain a high school diploma through a rigorous New York State Education Department ("NYSED") standards-based education program. On September 13, 2011, the School was granted a provisional charter for a term up to and including June 30, 2017. In May 2017, the Board of Regents voted to award the School a full five-year charter renewal from July 1, 2017 through June 30, 2022. This charter was renewed for an additional five years by vote of the Board of Regents in June 2022. The new charter will expire June 30, 2027.

New Dawn Charter Schools was formerly known as New Dawn Charter High School. In June 2018, the Board of Regents voted to approve and issue a charter to New Dawn Charter High School II ("New Dawn II") that expires on June 30, 2023. New Dawn II is located in Queens, New York and developed to replicate the learning experience of New Dawn I. New Dawn II opened in the Fall of 2019. At that time, the School's name was changed to New Dawn Charter Schools.

The School has the following programs:

- Regular Education – Instruction provided to all students.
- Special Education – Instruction that is specially designed to meet the unique needs of students with disabilities.

The School has been notified by the Internal Revenue Service that it is a not-for-profit organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements.

The School is affiliated with Friends of New Dawn Charter School ("Friends") through the use of shared members of their respective Boards of Directors. Friends is a not-for-profit corporation established to support the School and function as the fundraising arm of the School. Friends does not meet the requirements for consolidation because the School does not exercise control over them.

Note 2 - Significant Accounting Policies

a. Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Basis of Presentation

The School reports information regarding their financial position and activities according to the following classes of net assets:

- *Net Assets Without Donor Restrictions* – represent those resources for which there are no restrictions by donors as to their use.

- *Net Assets With Donor Restrictions* – represents those resources, the uses of which have been restricted by donors for a specific purpose or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Donor restricted contributions, the requirements of which are met in the year of donation, are reported as net assets without donor restrictions. There were no net assets with donor restrictions at June 30, 2022 or June 30, 2021.

c. Revenue Recognition

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958-605 for recording contributions, which are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction.

When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return or release from obligations and are recognized as income once conditions have been substantially met. Conditional pledges that have not been recognized amounted to $1,365,000 at June 30, 2022. The pledges are conditional upon achieving certain performance goals and incurring qualifying expenditures.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved or qualifying expenditures are incurred as well as other conditions under the agreements are met.

Contributions and grants expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2022 and 2021. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollectable. Conditional contributions are recognized as income when the conditions have been substantially met.

The School also follows the requirements of FASB ASC 958-606 for recognizing revenue from contracts with customers. The School receives fees in exchange for certain staff that provide counseling services to other schools. This is classified as program service income and recognized as revenue at the point in time that the services are provided, and the performance obligation is met. Management fees that have been earned but not paid at year end are recognized as income and a related receivable.

d. Cash and Cash Equivalents
Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents for purposes of the accompanying statement of cash flows. Cash maintained in escrow per requirements of the NYCDOE is treated as restricted cash.

e. Investments
Investments are recorded at fair value, which refers to the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. Realized and unrealized gains and losses and interest income are recognized in the statement of activities.

f. Concentration of Credit Risk
Financial instruments that potentially subject the School to a concentration of credit risk consist of cash, money market accounts, and investment securities which are placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, balances were in excess of insured amounts. The School did not suffer any losses due to bank failure.

The market value of investments is subject to fluctuation; however, management believes the investment policy is prudent for the long-term welfare of the School.

g. Capitalization Policy
Property and equipment that exceed pre-determined amounts and have a useful life of greater than one year are capitalized at cost or at the fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Building and building improvements – *35 to 40 years*
Land – *Not depreciated*
Furniture and equipment – *3 to 5 years*

h. Functional Allocation of Expenses
The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Wages were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Employee benefits and payroll taxes
- Professional development
- Supplies and materials
- Occupancy and facility costs
- Postage and shipping
- Insurance
- Information technology
- Non-capitalized furniture and equipment
- Repairs and maintenance
- Depreciation
- Bond interest expense

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

i. Advertising Costs
Advertising costs are expensed as incurred.

j. Management Estimates
The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

k. Contingencies
Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2022 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

l. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019 and later are subject to examination by applicable taxing authorities.

Note 3 - Government Grant Receivable – Per Pupil Funding

Government grant receivable related to per pupil funding consists of the following:

	6/30/22	6/30/21
Beginning receivable	$84,074	$123,686
Funding based on allowable FTE's	10,749,508	9,306,959
Adjustment per final DOE reconciliation	0	(6,055)
Advances received	(10,566,018)	(9,340,516)
Ending receivable	$267,564	$84,074

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30 percent of the per pupil amount or actual lease costs. During the years ended June 30, 2022 and 2021, the amount of rent subsidy recognized for New Dawn II's space was $1,136,955 and $827,110, respectively, based on the per pupil cap. There was a receivable balance of $35,982 and $5,200 as of June 30, 2022 and 2021, respectively.

Note 4 - Fixed Assets

Fixed assets consist of the following:

	6/30/22	6/30/21
Building and building improvements	$23,795,641	$23,781,258
Land	2,000,000	2,000,000
Furniture and equipment	1,240,099	1,149,099
	27,035,740	26,930,357
Less: accumulated depreciation	(2,140,988)	(1,270,805)
Total fixed assets, net	$24,894,752	$25,659,552

Note 5 - Bonds Payable

On February 1, 2019, the School entered into a loan agreement with Build NYC Resource Corporation ("Build NYC") for the purpose of funding the acquisition, renovation, and equipping of New Dawn I's school building in Brooklyn, New York. In connection with this loan agreement, in March 2019, Build NYC issued $20,685,000 of Revenue Bonds, Series 2019 and loaned the proceeds of the issuance to the School.

The bonds consist of the following:

$5,260,000 - 5.00% Series 2019 Term Bond due February 1, 2033
$3,865,000 - 5.625% Series 2019 Term Bond due February 1, 2039
$11,560,000 - 5.75% Series 2019 Term Bond due February 1, 2049

While the bonds are not the debt of the School, the loan agreement the School has with Build NYC requires the School to make payments equal to the principal and interest of the bonds. Interest accrues on a monthly basis at coupon rates between 5% and 5.75% and is payable on an annual basis. Interest expense for the year ended June 30, 2022 and 2021 was $1,125,190 and $1,140,190, respectively.

The loan agreement is secured by the building and land that the proceeds were used to acquire. Per the terms of the agreement, the School is required to meet certain reporting and insurance covenants. As of June 30, 2022, management believes the School is in compliance with all covenants.

The bonds were issued with a discount of $14,954 and issuance costs of $803,165, which are amortized as interest expense over the life of the bonds. Amortization expense included in bond interest expense was $27,271 for the years ended June 30, 2022 and 2021.

Minimum principal payments on the bonds are as follows:

Year ending:	June 30, 2023	$325,000
	June 30, 2024	345,000
	June 30, 2025	360,000
	June 30, 2026	380,000
	June 30, 2027	400,000
	Thereafter	18,269,999
Total		20,079,999
Less: unamortized bond discount		(13,293)
Less: unamortized bone issuance costs		(713,925)
Total bonds payable, net		$19,352,781

Bond proceeds are held in cash and investment accounts as follows:

Restricted cash	$685,844
Restricted investments (See Note 6)	1,433,189
Total restricted cash and investments – bond proceeds	$2,119,033

These accounts are restricted for the following purposes per the terms of the bond agreement:

Building costs	$205,891
Debt service and contingency reserve funds	1,433,189
Bond interest payments	479,953
Total restricted cash and investments – bond proceeds	$2,119,033

Note 6 - Investments and Fair Value Measurements

Accounting standards have established a fair value hierarchy giving the highest priority to quoted market prices in active markets and the lowest priority to unobservable data.

The fair value hierarchy is categorized into three levels based on the inputs as follows:

Level 1 - Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the School has the ability to access.

Level 2 - Valuations based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3 - Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Investments at June 30, 2022 and 2021 consist of corporate bonds, which are considered level 2 securities. Level 2 securities are valued using observable market inputs for securities that are similar to those owned. These methods produce a fair value calculation that may not be indicative of net realizable value or reflective of future values. The use of different methodologies or assumptions to determine the fair value or certain financial instruments could result in different fair value measurements.

Investment return consists of the following:

	6/30/22	6/30/21
Net realized and unrealized loss	($34,462)	($8,741)
Interest income	21,621	32,616
Total investment return	($12,841)	$23,875

Note 7 - Operating Lease Right-of-Use Asset and Operating Lease Liability

The School leases a building in Queens, NY for New Dawn II. This lease came into effect for the 2019-2020 school year and will expire on July 31, 2052. The School determined that this is an operating lease under FASB ASC Topic 842. The School is required to recognize a lease asset for the right-of-use of the space and a lease liability for payments due under the lease.

As of June 30, 2022, the weighted-average remaining lease term for the operating lease is 30 years. The School does not have access to the rate implicit in the lease, so the School utilizes the incremental borrowing rate as the discount rate. The weighted average discount rate associated with the lease is 5.75%.

The lease agreement includes rental payments based on the School's per pupil funding and enrollment with a minimum rent floor for each year. The School makes separate payments to the lessor based on the property taxes assessed on the property. The School elected the practical expedient not to separate lease and non-lease components for this lease. The School recognized variable rent expense of $2,228,816 associated with the lease for the year ended June 30, 2022.

The future payments due under the operating lease are as follows:

Year ending:	June 30, 2023	$1,583,704
	June 30, 2024	1,658,090
	June 30, 2025	1,695,397
	June 30, 2026	1,733,543
	June 30, 2027	1,772,528
	Thereafter	60,207,076
		68,650,338
	Less: Present value discount	(39,219,378)
Total lease liability at June 30, 2022		$29,430,960

Note 8 - Restricted Cash - Escrow

An escrow account has been established to meet the requirement of the NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 9 - Paycheck Protection Program Loan

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration ("SBA") through the Paycheck Protection Program. Terms of the loan indicated that if certain conditions were met, which include maintaining average work forces during periods subsequent to receipt of the loan funds that were not less than pre-determined historical periods, that the loan, or a portion thereof, would be forgiven. The conditions for forgiveness on this loan were met during the year ended June 30, 2021, and the full amount was forgiven and recognized as revenue during fiscal year 2021.

Note 10 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 89% and 86% of the School's total public support and revenue was received from the NYCDOE for the years ended June 30, 2022 and 2021, respectively. If the NYCDOE were to discontinue funding, this would have a severe economic impact on the School's ability to operate.

Note 11 - Retirement Plan

The School has a retirement plan under IRS Section 403(b). Employees are eligible to participate if they serve 1,000 hours for the year. All eligible employees may elect to defer a portion of their salary and contribute to this plan up to statutory amounts and, after 1 year of service, receive an employer base contribution equal to 50% of the salary reduction contributions made by the employee for the calendar year, not to exceed 3% of the employee's salary. In addition, the School can decide to give a discretionary based contribution. The School contributed $74,000 and $70,000 to the 403(b) plan during the years ended June 30, 2022 and 2021, respectively.

The following vesting periods apply:

Period	Vesting Percentage
Less than 2 years	0%
2 years	20%
3 years	40%
4 years	60%
5 years	80%
6 years or more	100%

Note 12 - Availability and Liquidity

The following reflects the School's financial assets at June 30, 2022 that are available to meet cash needs for general expenditures within one year:

Financial assets at year-end:	
Cash and cash equivalents	$9,257,129
Government grant receivable – per pupil funding	267,564
Government grant receivable – NYC rental assistance	35,982
Government grants receivable – other	413,217
Program service income and other receivable	125,248
Financial assets available to meet cash needs for general expenditures within one year	$10,099,140

There were no external or internal limits on these financial assets. The School maintains cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, the school operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 13 - Subsequent Events

Subsequent events have been evaluated through October 17, 2022, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

Note 14 - Other Matters

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an impact on the economies and financial markets of many countries, including the geographical area in which the School operates. As of the date of the financial statements, many of the travel restrictions and stay at home orders have been lifted; however, supply chains remain impacted. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact cannot be quantified.

NEW DAWN CHARTER SCHOOLS
SCHEDULE OF FINANCIAL POSITION BY LOCATION
AT JUNE 30, 2022

	Brooklyn	Queens	Total
Assets			
Cash and cash equivalents	$5,205,853	$4,051,276	$9,257,129
Government grant receivable - per pupil funding	117,604	149,960	267,564
Government grant receivable - NYC rental assistance		35,982	35,982
Government grants receivable - other	258,088	155,129	413,217
Program service income and other receivable	90,098	35,150	125,248
Prepaid expenses	133,147	207,529	340,676
Fixed assets, net	24,767,714	127,038	24,894,752
Restricted cash - bond proceeds	685,844		685,844
Restricted investments - bond proceeds	1,433,189		1,433,189
Operating lease right-of-use asset		26,562,404	26,562,404
Security deposit	21,300	150,000	171,300
Restricted cash - escrow account	100,000	50,020	150,020
Interschool receivable/(payable) balance	576,165	(576,165)	0
Total assets	$33,389,002	$30,948,323	$64,337,325
Liabilities and Net Assets			
Liabilities:			
Accounts payable and accrued expenses	$360,583	$307,366	$667,949
Government grant advance		$16,622	$16,622
Bond interest payable	371,619		371,619
Bonds payable, net	19,352,781		19,352,781
Operating lease liability		29,430,960	29,430,960
Total liabilities	20,084,983	29,754,948	49,839,931
Net assets - without donor restrictions	13,304,019	1,193,375	14,497,394
Total liabilities and net assets	$33,389,002	$30,948,323	$64,337,325

NEW DAWN CHARTER SCHOOLS
SCHEDULE OF REVENUE AND EXPENSES BY LOCATION
FOR THE YEAR ENDED JUNE 30, 2022

	Brooklyn	Queens	Total
Public support and revenue:			
Public school district revenue:			
Resident student enrollment	$4,328,959	$3,780,332	$8,109,291
Students with special education services	1,413,299	1,226,918	2,640,217
Subtotal public school district revenue	5,742,258	5,007,250	10,749,508
New York City rental assistance		1,136,955	1,136,955
Other government grants	638,065	369,503	1,007,568
Program service income	537,087		537,087
Contributions	10,668	1,035	11,703
Other income		122,200	122,200
Investment return	(12,853)	12	(12,841)
Total public support and revenue	6,915,225	6,636,955	13,552,180
Expenses:			
Wages	2,847,260	1,848,410	4,695,670
Employee benefits and payroll taxes	671,934	502,316	1,174,250
Professional fees	453,953	431,295	885,248
Professional development	31,143	28,474	59,617
Student and staff recruitment	45,056	7,689	52,745
Curriculum and classroom expenses	77,525	23,992	101,517
Supplies and materials	44,340	20,812	65,152
Student transportation and food services	5,651	1,132	6,783
Occupancy and facility costs	86,941	2,228,816	2,315,757
Travel and conferences	19,591	7,485	27,076
Postage and shipping	2,490	1,028	3,518
Insurance	88,617	34,437	123,054
Information technology	21,431	6,060	27,491
Non-capitalized furniture and equipment	21,639	6,304	27,943
Repairs and maintenance	191,723	140,495	332,218
Depreciation	808,138	62,045	870,183
Bond interest expense	1,152,461		1,152,461
Other	10,705	150	10,855
Total expenses	6,580,598	5,350,940	11,931,538
Change in net assets	334,627	1,286,015	1,620,642
Net assets - beginning	12,969,392	(92,640)	12,876,752
Net assets - ending	$13,304,019	$1,193,375	$14,497,394

SCHALL & ASHENFARB Certified Public Accountants, LLC

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
New Dawn Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Dawn Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 17, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 17, 2022

NEW DAWN CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND RESPONSES
FOR THE YEAR ENDED JUNE 30, 2022

Current Year:

None

Prior Year:

None – There were no findings in the prior year.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Observations and Recommendations

To Management of
New Dawn Charter Schools (the "School")

As a result of our audit for the year ended June 30, 2022, we want to provide a follow up to a recommendation from the prior year's audit:

Tax-Exempt Bonds - Written Procedures for Monitoring Compliance
During fiscal year 2019, the School received proceeds from municipal bonds issued on its behalf. The IRS recommends that issuers adopt written procedures for monitoring post-issuance compliance that go beyond reliance on tax certificates included in the bond documents. They note that sole reliance on the closing bond documents may result in procedures insufficiently detailed or not incorporated into an issuer's operations.

Written procedures should contain certain key characteristics, including making provision for:

- Due diligence review at regular intervals;
- Identifying the official or employee responsible for review;
- Training of the responsible official/employee;
- Retention of adequate records to substantiate compliance (e.g., records relating to expenditure of proceeds);
- Procedures reasonably expected to timely identify noncompliance; and
- Procedures ensuring that the issuer will take steps to timely correct noncompliance.

The form 990 contains a question about whether the organization has written procedures in place. Since the form 990 is a public document, we recommended adopting written procedures for monitoring compliance that are outside of the bond closing documents.

***Follow-up for June 30, 2022**: We continue our recommendation.*

This communication is intended solely for the information and use of management, the board of trustees, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

Schall & Ashenfarb
Certified Public Accountants, LLC

October 17, 2022

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Note: this is for the replicator application but not see a place to upload this, it is in the Business Plan Attachments but we are loading it here for clarity. If not needed, please ignore.

Attachment 6b Management Contracts

New Dawn Charter High School III (ND III) will utilize the same New Dawn Charter Schools (NDCS) Network back-office services as New Dawn Charter High School (NDCHS) and New Dawn Charter High School II. NDCS will provide budgeting and cash-flow, financial Policies and Procedures, facilities oversight, accounting, accounts payable and receivable, government financial reporting, audit support, facilities, payroll processing and reporting, HR information and benefits, Insurances, Board Support, compliance and accountability, attendance reporting, etc. which shared cost is allocated per specific services and if combined, allocated pro-rata by either student, network or service.

Attachment E—AGREEMENT FOR SERVICES BETWEEN NDCS Network and NDCHS III

(This agreement must be vetted by attorneys and approved by the Board of Trustees, this is simply an example.)

This AGREEMENT FOR SERVICES (this"Agreement") is effective as of _____ between New Dawn Charter Schools (NDCS) Network located at 242 Hoyt Street, Brooklyn, New York 11217 and New Dawn Charter High School III (NDCHS III) located at _____.

I. Scope of Services.

NDCHS III hereby engages and designates NDCS Network, and NDCS Network hereby accepts such engagement and designation, to provide the services outlined below on the terms and conditions set forth herein. Any services not specifically identified below will be performed by NDCHS III. In the event NDCHS III requests services and/or deliverables in addition to those described below or should NDCHS III require NDCS Network to accelerate performance of services and/or deliverables, adjusted compensation shall be negotiated prior to the rendering of such services and or deliverables.

II. General Requirements.

i. **Charter Shall Govern**. To the extent there is a conflict between the terms of the Charter granted by the NYSED, and this Agreement, the terms of the Charter shall govern.

ii. **Evaluation Program.** The NDCHS III Advisory Board shall develop an annual charter management evaluation program to be conducted by NDCHS III under the oversight of the NDCS Network Board of Directors. The evaluation shall be designed to evaluate the performance of NDCHS III and its fulfillment of its obligations outlined in this Agreement. NDCHS III will conduct such evaluation on an annual basis no later than July 31 or as

otherwise directed by the NDCS Network Board of Trustees, and in the course of such evaluation will analyze a wide variety of data, review ND III work samples, meet with a sampling of staff, and engage in other activities designed to obtain a detailed picture of NDCS's performance. The results of such evaluation shall be presented to the NDCS Board of Directors in determining whether to renew this Agreement. A term sheet setting forth the performance evaluation measures related to evaluating NDCS is attached as Exhibit A hereto.

iii. Background Checks.

NDCHS III and NDCS agree that prior to

(i) hiring any employee of NDCHS III

(ii) hiring any contractor doing business with NDCHS III who performs a service involving direct student contact, or

(iii) appointing or electing any member of the Board of Trustees, such prospective employee, contractor or director, as applicable, shall be required to obtain fingerprint clearance pursuant to New York State Statutes before any such prospective employee may be hired, prospective contractor may begin to perform services or prospective director may be appointed or elected, as applicable.

iv. Authority to Retain Certain Service Providers.

The NDCS Network Board of Trustees shall directly retain, select and compensate any attorney, accountant or audit firm representing NDCHS III or the NDCHS III Board of Directors.

B. NDCS shall perform the following administrative functions and services as requested by NDCHS III (collectively, the "Services"):

i. Financial Management. Financial Management will be provided by an outside organization. NDCS will be responsible for working with the team at NDCHS III to develop and implement financial systems, policies and procedures, as well as tracking mechanisms. The Financial Management Services performed by NDCS shall be overseen by the NDCS Board of Directors (including, without limitation, approval of material expenditures). Signatory authority shall remain with the NDCS Board of Trustees.

ii. Reports. Research, prepare and submit grant proposals and reports, and manage and execute general compliance activities.

iii. Human Resources. NDCS, working with the team at NDCHS III, will assist in the process of HR paperwork and development and implementation of systems, ensuring compliance with federal, state, and local labor laws, provide counsel as to evaluation and discipline of personnel, and process employee terminations. All hiring, termination and other disciplinary decisions shall be made by NDCHS III with counsel by NDCS.

iv. Insurance and Risk Management. Procure and place insurance policies with such coverages as required by NDCHS III, submit and track claims, and administer risk management programs such as workplace safety.

v. Training. Provide training services in the area of Special Education to NDCHS III personnel in areas ranging from leadership development to data management to trauma-informed models of student care and behavior management.

vi. Technology. Develop a strategic plan for technology infrastructure which must be approved by the NDCS Board of Trustees. Procure staff and student equipment and implement strategic plans for technology infrastructure (subject to oversight by the NDCS Board of Directors, including approval of any purchase in excess of $5,000), manage the telephone and voicemail systems, administer the mobile telephone program, and manage the vendor providing helpdesk and troubleshooting support for all technology issues.

vii. Data Evaluation. Collect, evaluate, and report to the NDCS Board of Trustees on NDCHS III performance in the areas of student attendance, student and parent satisfaction, and student success after graduation. NDCS will at all times comply with the Family Educational Rights and Privacy Act in regards to the handling of confidential student information.

viii. Curriculum Development. Develop and implement curriculum materials, liaise with outside consultants with respect to evaluating and improving curriculum materials, conduct periodic reviews and analyses of curriculum materials.

ix. Facilities. NDCS Network staff will be solely responsible for identifying a building and having someone on staff who can deal with the day-to-day responsibilities of keeping the building and technology running.

x. Recruitment. Parent Coordinator will work with NDCS staff on recruitment and enrollment. NDCS will be responsible for collecting all information on numbers of students recruited and enrolled.

C. The compensation structure for each of these services will be consistent with Section III. NDCHS III may modify its request for Services at any time upon reasonable prior notice. Any additional compensation to be paid to NDCS as the result of any such requested change in Services will be submitted in writing to NDCHS III for approval within thirty (30) days after the requested change in Services.

D. NDCS Network shall submit a quarterly bill to NDCHS III which shall list the services provided and the agreed upon rate for each service as defined in Section III.

II Term.

The term of this Agreement ("Term") shall coincide with the term of the Charter approved by the NYSED during calendar year 2026.

III Service Fee.

NDCHS III shall pay NDCS the cost to NDCS of the Services performed for NDCHS III by employees of NDCS during the Term hereof (such cost, in the aggregate, the "Service Fee"). The Service Fee shall be calculated annually for the upcoming fiscal year of NDCHS III and approved by the NDCS Board of Trustees. Each fiscal year of NDCHS III presently begins on July 1 and ends on June 30 of the following calendar year. The calculation of the Service Fee for each fiscal year will be set forth in a Service Fee calculation schedule. The

Type of Service	Method of Determining Percentage of Pay Allocated to TA
Executive	.3 FTE
Director of Finance & HR	.3 FTE
Director of Curriculum	.3 FTE
Director of Operations	.3 FTE
Director of Student Services – Internship & Counseling	.3 FTE
Director of Student Services – Counseling & Academics	.3 FTE

IV Termination.

Either party may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Either party may terminate this Agreement for cause at any time during the Term. For purposes of this Section, the term "for cause" shall mean:

(i) The failure of either party to observe or perform any of the covenants, conditions or provisions of this Agreement to be observed or performed by it where such failure shall continue for a period of thirty (30) days after notice thereof. In the event of any such default or breach, the non-breaching party may at any time thereafter, without further notice or demand, terminate this Agreement on thirty (30) days' notice, in addition to and not in lieu of any other rights at law or in equity, which termination shall not release the breaching party from liability for its failure to perform any of the duties or obligations set forth in this Agreement and which were required to be performed prior to termination. Any and all rights and remedies which either party may have under this Agreement, and at law and equity, shall be cumulative and shall not be deemed inconsistent with each other, and any two or more of all such rights and remedies may be exercised at the same time insofar as permitted by law. In no event shall either party be liable to the other for incidental or consequential damages caused by or related to any termination of this Agreement.

(ii) the enactment or repeal of any Federal, State or Local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of NDCHS III in conformity with this Agreement, or the Charter materially violates NDCHS III 's, NDCS' or the State's responsibilities, duties or obligations under the federal or State constitution, statutes, laws, rules or regulations,

(iii) a regulatory authority has revoked any license which may be required for NDCHS III or NDCS to carry on its business and perform its obligations and functions under this Agreement;

(iv) either party violates any material provision of law or engages in other misconduct hat could materially affect the reputation of the other party;

(v) the State revokes its Charter with NDCHS III; or

(vi) damage or destruction of property that would render NDCHS III inoperable.

APPENDIX E: BUSINESS PLAN

This business plan has been in place at New Dawn since New Dawn II in Queens was chartered. Below are the modifications made over the years.

A. Comprehensive Management Organization/Network Information

- **Organization name**: New Dawn Charter Schools (NDCS) Network
- **Organization role**: NDCS has become the network arm of the New Dawn Charter Schools: New Dawn Charter High School in Brooklyn and New Dawn Charter High School II in Queens; and we hope to be the network arm for New Dawn Charter High School III in Newburgh. The role of NDCS Network will be to provide all back-office functions: hiring, accounting, payroll, inventory, student enrollment, compliance, grant/report writing, all compliance, etc.
- **State of incorporated**: New York State
- **State(s) in which organization operates**: New York State
- **Year organization was founded**: 2018
- **Primary contact name, address, phone number, and email address**:

Sara Asmussen, Ph.D.
Executive Director
New Dawn Charter Schools
242 Hoyt Street
Brooklyn, NY 11220
347-505-9102
sasmussen@ndchsbrooklyn.org

B. Comprehensive Management Organization History & Growth Plan

1. Mission, Strategic Vision, and Desired Impact.

Mission Statement: New Dawn Charter Schools will provide over-aged and under-credited students 15 - 21 years of age, 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 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) CTE opportunities, and 4) College enrollment/career development.

New Dawn Brooklyn was the first school in the network, and the application was submitted by staff at JVL Wildcat Academy Charter School (Wildcat) in 2011. As such, while the programs at schools under NDCS have evolved over the years, it is steeped in the history and experience of Wildcat; however, it is a separate, independent 501(c)3 with its own Board of Trustees. Wildcat supported New Dawn by providing all the procedural materials as well as educational materials needed for the school to maintain its viability.

As transfer schools that recruit high school students who have either dropped out of school or are in-school truants, no New Dawn school is any student's first high school and recruitment from the 8th grade does not occur. Our current schools have large proportion of students with disabilities, English Language Learners, and students who are economically disadvantaged.

One of the unintended consequences of the original No Child Left Behind (NCLB) is that it forced schools to counsel out failing students to make their Adequate Yearly Progress (AYP) and remain in good standing. The result is that there are large numbers of students who find themselves without schools at 17, 18, and 19 years of age. As transfer schools, both New Dawn schools have enrolled students which other schools will not take, e.g., 17 and 18 years old with fewer than 10 credits (please note, NYS requires 22 credits to graduate; NYC requires 44 credits). Providing this very group of students with educational opportunities has always been our goal and our vision. We also enroll students year-round so that if a student finds in December that their current school has discharged them, they are welcome at New Dawn and without any admission requirements. We backfill at all grade levels, and each student has an individualized schedule.

Overall, our desired impact is to make sure that every student who wants a high school diploma has the opportunity to earn one regardless of the impact AYP and NCLB has had on our school status. This is very important since many of our students graduate at 19 to 21 years of age, well out of the rage of their 9th grade cohort year, thus putting our schools at risk. This is a continual battle which we have decided is worth fighting for—all students should have the opportunity to earn a high school diploma regardless of the bad/unfortunate decisions they have made when they were younger.

2. Overview of the Organization's History

As indicated above, NDCS started as an outgrowth of JVL Wildcat Academy Charter School with the chartering of New Dawn Charter High School in 2012 in Brooklyn. NDCHS is a separate entity with a separate 501(c)3, EIN, and Board of Trustees. So, while the program was replicated, New Dawn had its own stand-alone charter. Over the course of the last 13 years, we have added one new school to our portfolio.

<u>New Dawn Charter High School</u>
1st chartering period 7/1/2012 – 6/30/2017
2nd chartering period 7/1/2017 – 6/30/2022
3rd chartering period 7/1/2022 – 6/30/2027

On top of the initial five-year chartering period, NDCHS has received two full five-year renewals since opening. We obtained a $21M bond to purchase our building in 2019. We moved the school for a year in July 2019 (COVID year) and then moved back into our newly renovated building in September 2020. In the ensuing five years we have made every mortgage payment on the bond and have been compliant with bond holders by filing all reports as required. We have done all this with per pupil funding with no facilities monies from the NYS. NDCHS has had no formal authorizer interventions.

New Dawn Charter High School II
1st chartering period 7/1/2019 – 6/30/2024
2nd chartering period 7/1/2024 – 6/30/2029

In addition to the initial five-year chartering period, NDCHS II has received one full five-year renewal since opening. NDCHS II does receive facilities funding and therefore on July 7, 2020, Friends of New Dawn was incorporated to facilitate the condo agreement with the owner of the building. As with NDCHS, NDCHS II has no outstanding debts, nor is it in arrears with any payment. NDCHS II has had no formal authorizer interventions.

New Dawn Charter Schools
NDCS was established in 2019 when NDCHS II was established. NDCS has had no performance, fiscal, or compliance violations.

3. List and Description of all Schools

While the two schools (NDCHS and NDCHS II) have slightly different cultures, they have the same mission, vision, and goals. Differences are based on the culture and community where each school is located and have nothing to do with pedagogy.

NDCHS is the pilot school and is based in Carroll Gardens, Brooklyn. This location has been newly renovated, and we own the building. NDCHS II is in Jamaica, Queens. We rent this space with a 30-year lease. We just completed filing with the State for real estate tax relief through the condo conversion procedure. It is currently awaiting approval from NYS.

Both schools offer a NYSED standards-based curriculum, and both schools are approved for CTE Culinary Program. NDCHS Brooklyn has been running for two years (approved as CTE for one). NDCHS Queens is completing the process of renovating the culinary kitchen and will have an approved CTE program starting in September 2025. All students must complete 44 credits in the approved subject areas and successfully pass five Regents exams: ELA, Algebra I, Global History, US History, and now Biology (it was Living Environment prior).

4. Future Schools

NDCS is currently in talks with the Queens landlord to open a comprehensive CTE school on Long Island in the future. It will be a replication of NDCHS, NDCHS II, and NDCHS III with the exception that it will have room for at least three CTE programs (culinary, cosmetology, and construction).

5. Five-Year Growth Plan for Developing New Schools

The only additional planned school currently is the CTE School on Long Island and we expect this will be a 2026 application for opening in 2027. We are always talking to representatives from other states to determine if a school such as those under NDCS are needed in other areas of the country. The plan is to open one when the appropriate opportunity presents itself, including organizational capacity and community need.

Total Number of Schools by Year						
Year	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	Total
Transfer High School	2 (existing)	0	1	1		4

6. Rationale for the Proposed Five-Year Growth Plan

The five-year growth plan will be based on the need for schools in identified communities. We believe that leaders in the new schools should be taken from the existing staffing at the current schools. Our first attempt at promoting from the inside failed due to lack of training, schooling, and experience. We have learned from our first replication attempt and will not push beyond our current capabilities.

New Dawn III start-up staffing will be different from what happened at ND II in Queens. The principal will still be promoted from within to ensure that the model is successfully replicated, but looking ahead we had staff trained and certified as a Building Administrator and have had her work in several areas of the school, with an increased emphasis on increasing supervision and more education in instruction and curriculum. This individual is the proposed principal at Newburgh. She will be supported daily by the Director of Instruction and Curriculum as well as the back-office support. We will use this model for any new school which will entail either promoting from within as more teachers obtain their building certifications, or we will have the proposed new principal, hired from the outside to work at New Dawn for a year to learn the model.

Other ways in which we are moving away from the start-up "mom and pop" organization to a network is by expanding roles at the network level. This will include moving all operations to the network and having specific school staff answering to network level staff—this includes the Office Manager (operations and finance), Parent Coordinator (student support), and the compliance aspects of counseling and SPED reporting (Chief of Special Populations). Tasks included in this will include staff/student recruitment, invoicing, inventory, facilities, transportation, school lunch, human resources, finances, compliance, technology, among other activities. This will allow new schools to focus on supporting staff and students, while the NDCS Network staff will oversee and support all non-student activities.

We are very careful about the communities in which we expand. There must be a sizable number of students who are truant, in-school truant, or who have dropped out already; or the community has a high need for CTE programs. Newburgh has a dropout rate of 15% compared to the NY State rate of 5%. This is significantly above the State, and they need interventions such as New Dawn. We will look at any school district in this manner to determine if it is the right place for a New Dawn school.

7. Identify the Key Risks Associated with Growth Plan

The biggest threat to our growth plan is not having the **appropriate leadership staffing** in place to oversee the new schools. If this happens, we simply will not open new schools. Our model is based on being able to train future leaders at an existing school. Having consulted with several start-up schools, we realized early on that one of the biggest risks is hiring leadership whose educational philosophies do not align with the school's founders—and we have learned from experience. This causes some of the greatest problems for a new school. The leader of any new school must take to heart the charter application; they must believe in the philosophy of the school and must be willing to implement the programs as designed. Future leaders must be involved in the development of the application if for no other reason than to see the amount of time and discussion that goes into the development of a charter application—it is not just a matter of wanting to open a school. There are still tensions even when the leadership has been involved in the entire process, but there is a level of trust that does not always exist with a new hire. As stated above, we have a working solution already in place. The new leader for ND III has worked at New Dawn for several years with increasing responsibility. Two years ago, the decision was made that she should be a principal at some point, and she started attending school and programs that would prepare her for this. We will take the 2025-2026 school year and insert her as acting principal at the Brooklyn school to ensure that she can hit the ground running in August 2026. We have already identified other staff for principal training and mentorship for other new schools as well.

Recruiting **experienced staff** can also be a problem. It is important to have job descriptions as well as a detailed description of the mission, vision, and goals of the school. With everyone looking for teachers, and teachers leaving the field, schools must be competitive to attract top talent. Benefit plans, pension plans, vacation packages, facilitative leadership, learning opportunities, as well as culture all fall into this category. NDCS is hiring a Director of Human Resources to deal with all schools going forward. Further, this year (2024-2025) we hired a staff recruiter to develop relationships with area schools.

Another area of concern with growing is the **recruitment of Board members**. Again, Board members must believe in the philosophy of the school. Board members must be trained to be able to perform their job functions. For all these reasons, we do not have term limits on our Board. As per the bylaws, members are reelected every year if they have been successfully performing. Recruiting Board members is probably one of the hardest things we do, and we do not think this will get easier over time. Even though all Boards have people with different strengths, all Board members must be trained in education and educational strategies. This takes significant time and energy. To date, we advertise that we are looking for Board members and when someone expresses an interest, we have an orientation in place to determine if the fit between members and the school is good. The only way to mitigate this is by constantly looking for, interviewing, and training Board members. Once chartered, we will recruit from the community the school is located in. We currently have a Board member from the Newburgh area.

Facilities are a problem for all charter schools, and we expect no difference. However, we have extensive experience with this area, and we do not feel this will cause significant burdens on

the school. This will be the responsibility of the Executive Director and Director of Operations from New Dawn Charter Schools. For Newburgh we are already working with a real estate broker and for Long Island our current landlord will purchase and renovate a space for us.

Student performance for transfer schools is an ongoing battle and probably always will be. We take students who are already in the 4th and 5th year of high school. There is no way this group of students can graduate with their 9th grade cohort group, not even with a five-year graduation cohort. We continue to work with city and state officials to get recognition that our students have already missed their cohort graduation by the time they enroll in our schools. These students, even if they graduate, many times are considered dropouts. This has a bigger negative impact on us than anything else. Members of NDCS have been actively involved in A-Game in an effort to develop more realistic outcome metrics for transfer schools. Again, it is the group of students we are chartered to serve, and we will continue to work with them. This does not mean we are not constantly improving our program but that we realize a 20-year-old simply does not fit into the current metrics, even though they have graduated.

First year **finances** are also very conservative. We have not raised money in the past from fundraising efforts, but there are ways to mitigate this issue. First is to find free resources to help with the various start-up issues such as the Center for Charter Schools in NYC for things such as resources for Board training and recruitment and their lottery application program; CEI-PEA for a variety of support plus they usually have an active grant application which if chosen can pay for staff development; and Lawyers Alliance for things such as lease agreements, vetting bylaws and human resources policies and 501(c)3 applications. Much of the work can be done during the start-up period and consultants are not needed; the start-up crew can do much of the work themselves. There are also several places where inexpensive or free furniture can be found (used). There are deals to be worked out with vendors as well where payments are lower during the first year but increase in the second year. We have started two schools, purchased a building, and neither has had any financial problems. Furthermore, because of the two existing schools, we do have money to loan NDCHS III during their first year if need be.

8. Lessons Learned During Past Replication

New Dawn II Queens has been our only replication although we learned many things when we opened New Dawn Brooklyn. Starting New Dawn after Wildcat had been open for 20 years, we learned quite a bit—even though it was not a direct replication of Wildcat, but a stand-alone new charter. The biggest lesson was that there is no business model that has staff growing from two or three people to 24 staff in one week. We lessened this during our first replication by having existing staff trained and ready to step into Administration and teaching roles in the new school. We plan on continuing with our facilitative leadership plan that is currently in place by promoting from existing staff to staff new schools. This is also a draw for individuals who are applying for jobs in the charter school world.

Finding **experienced teachers** is another area that presents challenges, especially now that there is a major teacher shortage. There are two types of teachers who traditionally apply to

charter schools: the new graduate and the struggling older professional. The leadership of the school is key in determining how well teachers adjust to a school. Our leadership teams are well trained in identifying, recruiting, and maintaining teachers who are a good fit for our population, and they do not always look like the traditional district teacher. We made some poor choices in year one. After our first year of New Dawn, we switched hiring strategies moving from hiring the best content teachers, to hiring teachers who were the best "fit". In other words, teachers who know their content may need some support with instruction but loved our students and wanted to work with this group of students. These teachers actually achieved better results with students than highly trained content area teachers who do not like this population. Our Regents scores have increased, and the graduation rate has gone up since we instituted this measure. It does require that the school spend quite a bit of time focused on professional development.

Another issue with teachers is that even some new teachers still come with the attitude that they should be able to just close their doors and teach what they want. This is not the model we think is effective. Teachers must work together to educate students, discipline must be consistent, class rules must be consistent, and the curriculum must be vertically and horizontally aligned. Based on experience, we learned that we no longer would attempt to work with teachers for more than one year who cannot or will not conform to the school's requirement for participating actively in professional development, submit lesson plans, or follow the curriculum. Contracts are for one year, teachers (all staff as well), if there is a problem, have a conversation first, if the infraction continues, receive a corrective action email. If there is not an immediate remedy, then the staff will receive a letter of probation and a performance plan. If there is still no remedy, the individual is then either let go or his/her contract is not renewed for the next year. The preference for either of these options is to help the individual find a position that is a better fit.

Once we found teachers who were good fits, we had no problem retaining or growing teachers. The facilitative leadership program allows teachers after two years to take major leadership roles in the school. These facilitative roles are designed to support teachers in becoming supervisors with the hope that they will want to move into management positions or even open their own school at some point.

Closely related to appropriate hiring, **culture** is a constant threat for a new school, and New Dawn learned this lesson quite well. It only takes one or two negative staff to destroy a culture. This risk is closely connected to finding teachers who are a good fit for a school. We have learned ways to mitigate this issue include hiring appropriately, instituting a very strong professional development program, implementing the positivity of the PBIS framework with staff, and providing team building activities. If this does not work, people should be counseled out or helped to find better positions. Schools have personalities of their own and not all schools are a good fit for all staff and communicate that with new staff that we understand this. We also have structures in place to identify when there are problems with staff.

Student outcomes is always a discussion for transfer schools. We only enroll students who are already behind their cohort group—which impacts cohort outcomes. Our annual outcomes are much stronger. We have learned to just accept this fact and work to look at other outcomes or ways to measure outcomes. Staff have served on both RAPSA and A-Game to help develop different measures of outcome.

While **facilities** are a stressor, it has never been a problem for the school. We have always had buildings (4 since 2012) open and ready for school on the appropriate date. Even so, we have learned a tremendous amount about real estate and construction and do not believe this will be a problem for NDCHS III. But our experience is key to this success.

Finances have never been a problem for New Dawn as can be seen in our financials. This is not expected to be a problem for New Dawn III. We have shown that we are ready to loan NDCHS III the money for start-up and two years of implementation in the event that CSP funds do not come through. The same leadership group who oversaw both the prior New Dawn finances are overseeing ND III Newburgh budget.

There are always the day to day things, technology goes down or does not get set up, the phone company does not get the phone connected by the time staff moves in, furniture is late, equipment is late, curriculum supplies do not arrive in a timely fashion, or systems are not set up in a timely fashion. These things will happen, so we have a schedule that is actually a month out further than what the vendor says is needed. So, for example, the company that sells us the student desks will say if we order by May, we will have desks by July; we know that means we must order in April to get them in by August.

The required attachments are included in this application, even though we are neither a CMO nor an EMO. This should all be viewed as a group of independent schools that support each other through a Network. There is no separate 501(c)3 for an EMO.

9. Applications for Other Schools

There are no other schools that were approved by any authorizer that did not open, so not applicable.

10. Decision Making Responsibilities

New Dawn Charter Schools is not a traditional CMO or EMO. While we are providing all back-office functions, we would never allow a school to fail even if they are failing in areas that are the school's responsibility. Our goal is not to run the school day-to-day, but if the school's leader or staff decide not to implement the model as meant, we will intervene. The Principal (NDCHS III staff) will report to the Chief of Academics (NDCS) who in turn reports to the Executive Director (CEO in ND III at NDCS) so we are connected. It is the responsibility of all to support staff and students' success. Please see the table below for specific responsibilities.

Function	Network Decision-Making	School Decision Making
Performance Goals	Yes—Performance goals are in the charter.	
Curriculum	Yes—Chief of Academics designs overarching curriculum	Teachers determine what materials to use under the approved curriculum
Professional Development	Yes	Staff have input (through surveys) as to what is needed
Data Management	Yes	
Interim Assessment		Yes
Promotion Criteria		Yes—following the NYSED guidelines for content area credits needed
Culture		Yes
Budgeting, Finance, & Accounting	Yes	CFO meets with principals to develop the budget
Student Recruitment		Yes
School Staff Recruitment	Yes	
Hiring	The Chief of HR does all paperwork and onboarding	Yes, responsible for who they hire
H/R Services	Yes	School will be responsible for onsite staff evaluation
Development/Fundraising	Yes	
Community Relations		Yes
Information Technology	Yes	
Vendor Management/Procurement	Yes	
CTE & Internship Programs	Yes	
College & Career Readiness	Shared	Shared
SPED Compliance	Yes—compliance	Yes—implementation
Counseling	Yes—compliance	Yes—implementation

Performance Goals are the goals, and these cannot be changed by either party. We will have discussions with the CSO if we need any changes and then go through the normal process if changes are required.

Curriculum is the responsibility of the NDCS staff, but teachers will meet with this individual and will have input into what materials are used for instruction. Teachers always can come to the NDCS if they have concerns or questions about the curriculum.

Data management is the sole responsibility of the NDCS while the development and administration of the interim assessments is the responsibility of the school. The Chief of Academics will of course be available to support the principals and teachers in this process.

Promotion Criteria is not relevant to New Dawn except for graduation and these requirements are set by the NYSED. The school will retain responsibility for credit accumulation and gradebooks.

Culture must be the sole responsibility of the school. NDCS is available for support, but this must be overseen by someone who is in the school daily.

Budgeting, finance, and accounting will be the responsibility of the NDCS. The CFO will gather input from all the schools in the development of the organization's budget, but they will be responsible for a balanced budget and ensuring that everything is appropriately charged. NDCS has a third-party vendor doing the accounting work, so there is always an extra set of eyes on our finances.

Student recruitment will be the responsibility of the school. In the event they fall behind, NDCS will support them in any way necessary to get the necessary number of students.

Staff recruitment will be the responsibility of the NDCS. Writing job descriptions for ads, ad placement, and screening takes a tremendous amount of time. The Chief of HR will be responsible for this while the school will be responsible for assessing lesson demonstrations and interviewing staff. The CHR will train school staff on interviewing, but who they hire is the school's responsibility. Similarly, HR services (paperwork, payroll, onboarding, etc.) will be the responsibility of the NDCS while onsite evaluation of staff will be the responsibility of the school.

Development and fundraising, if done, will be the responsibility of the NDCS. Community relations will be the responsibility of the school. Information technology, vendor management/procurement, and how the CTE and Internship program are run is the responsibility of the NDCS.

Both groups will share responsibility for College & Career Readiness while SPED compliance will be the responsibility of the Chief of Special Populations. Compliance around counseling and other related services will also be the Chief of Special Populations responsibility, but the school will be responsible for ensuring all students in need of counseling receive it.

C. Performance of Existing Schools

1. Prior Performance

Students who attend any New Dawn school are over-aged and under-credited, and the way we analyze the outcomes is very different from the State accountability plan. We do not recruit from middle school and all students must have attended at least one other high school and either already have dropped out of high school or be an in-school truant. New Dawn III will be no different.

When looking at New Dawn data, the biggest issue is that we enroll students based on the fact they will not graduate within four years; in fact, many do not even graduate within 5 years. The average age of a New Dawn student enrolling at New Dawn is 17.4 years of age (junior to senior). Students come to the school with an average of 9 credits or a first semester senior by age and a first semester freshman by credit. NYS law allows a student to remain in school until the year of their 21st birthday, yet due to the requirements of NCLB, they are forced to either graduate or be considered a drop out after five years of entering grade 9.

All New Dawn data can be found at https://data.nysed.gov/gradrate.php?year=2024&instid=800000071079. The graduation rate, according to NYSED, is 30% and 58% of the students are still enrolled at the school. This happens every year. Further, NYSED considers students who go to jail/prison to be dropouts, and we have a number of those students. Our performance measure for graduation is that 65% of the students who had 33 credits in September will graduate in June. We made this goal this yeaar by having 87% of these students graduate by June.

We also do not assess performance on cohort data. If you are in a particular cohort but have 0 credits, we do not assign you to take the ELA regents simply because you have gained 0 credits at your district school over the last 3 years. All students must take the required courses prior to taking a Regents exam. Again, looking at the 2023-2024 school year, below are the results between cohort and annual regents exams.

Proficiency Levels					
Exam	ELA	Algebra	Living Envir	US History	Global
Annual	56%	18%	38%	68%	76%
Cohort	32%	7%	10%	22%	31%

Clearly, the Annual scores are too low as well (we hit a rough patch following the re-implementation of Regents following the pandemic), but we have instituted interventions which absolutely doubled some of the scores in January and June (embargoed still) 2025. But having to report results on cohort versus annual results greatly skews how the students are actually performing.

Another issue which greatly impacts results is the State not measuring SWD students as per their IEPs. It's fine when you are a traditional school with a 6% SWD rate, but New Dawn has always had over 40%--which greatly impacts the Regents results. Therefore, if the student's IEP states that the student can pass a Regent with a 55-64, we count them as passes. No schools should be punished for serving the most as-risk students. Below is the data above moving the Level 2 passes for IEP students into the proficiency column.

Proficiency Levels					
Exam	ELA	Algebra	Living Envir	US History	Global
Annual	69%	24%	52%	83%	82%
Cohort	41%	11%	15%	25%	37%

These results were the first full scale regents results since the waivers were stopped. And now we know how important practice is for our group of students. Many of these students had never attempted a Regents exam prior to coming to New Dawn. Usually, our students have anywhere from 4 to 16 attempts at Regents. This is supported by the vast improvement in the January 2025 results. June 2026 is even higher, but they are embargoed.

ELA January 2025							
		Failing		Passing			NYSED
	Total	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*	*Total Pass*
Brooklyn	26	9	5	10	2	0	46.2%
Queens	55	31	11	4	7	2	23.6%

	ELA Regents by Groups					
School	ELL w/LV2		SPED w/LV2		General	
	#	*%*	*#*	*%*	*#*	*%*
Brooklyn	9	33.3%	6	83.3%	11	72.7%
Queens	25	8.0%	5	60.0%	25	44.0%

ALGEBRA January 2025								
		Failing		*Passing*		*NYSED*		*Special Pass*
	Total	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Total Pass*	*IEP Pass*	*W/IEP*
Brooklyn	30	19	6	5	0	16.7%	2	23.3%
Queens	30	15	4	1	0	3.3%	2	10.0%

Algebra Regents by Groups						
School	ELL		SPED w/LV2		General Ed	
	#	*%*	*#*	*%*	*#*	*%*
Brooklyn	7	14.3%	13	15.4%	12	33.3%
Queens	9	22.2%	10	10.0%	14	0.0%

Science								
		Failing		*Passing*		*NYSED*		*Special Pass*
	Total	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Total Pass*	*IEP Pass*	*W/IEP*
Brooklyn	26	3	6	15	2	65.4%	2	73.1%
Queens	30	2	6	21	1	73.3%	2	80.0%

	Living Environment by Groups					
School	ELL		SPED w/LV2		General Ed	
	#	*%*	*#*	*%*	*#*	*%*
Brooklyn	4	50.0%	5	80.0%	17	76.5%
Queens	8	75.0%	5	100.0%	17	76.5%

US History January 2025								
		Failing		*Passing*		*NYSED*		*Special Pass*
	Total	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Total Pass*	*IEP Pass*	*W/IEP*
Brooklyn	23	2	2	16	3	82.6%	0	82.6%
Queens	30	6	4	17	3	66.7%	4	80.0%

	US History by Groups					
School	**ELL**		**SPED w/LV2**		**General Ed**	
	#	*%*	*#*	*%*	*#*	*%*
Brooklyn	11	100.0%	4	100.0%	9	55.6%
Quens	0	0.0%	12	91.7%	18	72.2%

GLOBAL January 2025								
		Failing		*Passing*		*NYSED*		*Special Pass*
	Total	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Total Pass*	*IEP Pass*	*W/IEP*
Brooklyn	15	3	4	7	1	53.3%	4	80.0%
Queens	19	1	2	10	6	84.2%	1	89.5%

	Global Regents by Groups					
School	**ELL**		**SPED w/LV2**		**General Ed**	
	#	*%*	*#*	*%*	*#*	*%*
Brooklyn	3	100.0%	10	80.0%	9	66.7%
Queens	6	66.7%	2	100.0%	11	100.0%

Overall, prior to the pandemic our scores were good, and we were making our goals. During the pandemic with the waivers, we continued to have students get credit and graduate. We hit a roadblock when Regents were re-instated, but we continue to work with students. And the NYSED results showed that our students remain with us although struggling with Regents (58% of the cohort is still enrolled in the school in the 2023-2024 school year).

2. **Performance Framework Standard**

NDCHS Brooklyn: During the most recent five-year renewal in 2022, NDCHS met all the first 8 benchmarks (https://www.nysed.gov/sites/default/files/programs/charter-schools/newdawnchsren2022.pdf). Only Benchmarks 9 & 10 were scored Approaches. Benchmark 9 serving all special populations, but ELL was met, and enrollment was an issue as well. We do not have a full census on BEDS Day, which is one of the ways it is determined if you have met Benchmark 9. On BEDS day we traditionally have a smaller number of students. Once students discover they are being counseled out of their district schools due to the fact these schools will not make AYP with these students enrolled, is when the population at New Dawn

greatly increases. The following is the data from the 2021-2022 school year when we didn't make our enrollment. On BEDS Day, 243 students enrolled. By the end of the year (census is 350 students) it's true we only had 256.824 FTEs, but we had enrolled 353 different students. This lower FTE is due to graduation three times a year, with students rotating in and out of prison, jail, and rehabilitation. Plus, this year due to the pandemic, it was a particularly big year for people moving out of the city. These numbers come from the NYC DOE Vendor Portal and have been verified and audited by an outside organization. At issue is that at any given time we cannot bill for more than 350 students, so even if we have 367 students during any given invoice, they cannot be billed for or counted (they still stay on our roster however). Even though we know that 20 of these students will be moving on, lowering the FTE, we cannot bill for them.

Benchmark 10 was Approaches due to our late filing of a report to the NYSED which everyone knew about before it was late.

NDCHS II Queens: During the most recent five-year renewal in 2024, NDCHS II met all Benchmarks with Meets accept Benchmarks 1 and 9 which were both Approaches (https://www.nysed.gov/sites/default/files/programs/charter-schools/renewal-site-visit-report-new-dawn-chs-ii-05-08-24.pdf). Benchmark 1 was Approaches because "Over the charter term, the trajectory for this benchmark has been consistent as an Approaches due to the fact that this is a transfer school in its first term, and it can take well into a second term for this type of school, because enough data is collected to support a Meets rating."

After the first term NDCHS Brooklyn achieved a "Meets" rating on Benchmark 1 and the trajectory between the two schools is similar. Thus, we believe we will make Benchmark 1 during the next renewal.

Benchmark 9 was Approaches due to the fact we were not retaining students at the same rate as the district. This is true, and we have implemented several interventions to deal with this issue. The first is retraining our staff on what it means to be a mentor. Second, we have bi-weekly meetings to discuss any student who is struggling with attendance. Third, we have an intense outreach program for those students. Finally, we have surveyed students about what they like and do not like about the school so we can intervene before they leave. We are still in the initial stages of implementing these interventions and we will be closely scrutinizing why students leave ND Queens.

3. High Performing

The academic performance of ND Brooklyn has been discussed above. While it will never be in good standing under the State ranking system due to the fact our students are older, are behind, do not have enough credits—in other words been left behind by their original schools—we state clearly, we want this group and will continue working with them.

4. Low Performing

Again, ND Queens is ranked lower than Brooklyn by the NYC DOE (https://www.schools.nyc.gov/about-us/reports/school-quality). This is due to the fact Queens has already been through 3 principals and has a very different culture from NDCHS Brooklyn. The other notable finding is that NDCHS Queens was the first to implement the new student recruiting activities which were more focused on enrolling students than on identifying what students should be in New Dawn. This has resulted in NDCHS II Queens having more students who are not at risk and should be performing better. Even though they are taking students who are closer to their cohort group than Brooklyn does, these students still come with behavioral and mental health deficits which make education difficult for them.

D. Market Analysis & Selection of Target Communities

As stated above, we only approach communities who have the need for a CTE or Transfer (Alternative) school. In each of our charters, the demographic and reason for targeting specific communities are based on census data, NYC DOE data, NYSED data, as well as the wants and needs of the community. We will continue this in the future. There is no need for a school like ours if you do not have a number of 16–21-year-olds in need of such an education.

E. Attachments

All attachments are in one file and include the following:

1. NDCS By-laws
2. Meeting Schedule for the Board of Trustees for the start-up and year 1 periods
3. Current Organizational Chart
4. Links to the Annual Reports
5. Management Contracts
6. Philanthropic Support
7. Consolidated Financial Reports
8. Audited Financial Statements
9. Form 990
10. Authorization to do Business in NYS
11. Not-for-profit Status
12. Client List
13. Litigation

Attachment 8a Hiring and Personnel Policies and Procedures

Job Descriptions

Many of the individuals listed below are on staff and have worked at NDCS or NDCHS for several years so they will just continue with updated responsibilities.

Network Staff

Executive Director. Sara M. Asmussen, Ph.D., is the founding ED and will continue in this role. With the material change in December 2025, she will be the CEO. She will have overall responsibility of ensuring ND III is open and ready for school in 2026. She was responsible for the opening of both NDCHS and ND II and the team opening ND III will report to her. The entire team is experienced in opening and/or running schools so her main responsibility will be in securing a building, having done this in the past. She will have further responsibility to make sure compliance, finances, furniture, technology, liaising with the community and district, lottery, hiring, among other activities is completed in a timely fashion.

Job Description: Will have experience with charter schools and educational law and will oversee the functioning of the network of schools. This individual will be responsible for the management and success of the school by upholding the mission of the school, to ensure that the academic and operational success of the school by overseeing and managing Board relations, educational programming, staff, compliance, reporting, community engagement, facilities, operations, and finances. The person in this position will supervise the CFO, COO, COA, COSP, COCCRS, and Data Specialist and will report directly to the Board of Trustees.

Director of Finance & HR. Steve Ramkissoon, BS, holds this position currently but will be the CFO following the material change in December. Mr. Ramkissoon joined NDCS in 2019. He has extensive experience in the finance sector, serving as project director, senior account, auditor, human resources, and various roles in fiscal management. He will continue in this fiscal role and will be responsible for all the books, balanced budgets, and producing clean audits. He will also oversee the internal inventory system and purchasing.

Job Description: The person in this position will be responsible for all accounting procedures at the Network, including Friends of NDCS as well as separate accounts for each of the schools. This person will be specifically responsible for developing all school budgets,

overseeing the ASNY (third party vendor), ensuring all inventory is up to date, obtaining insurance for the company, overseeing NDCHS bond, financial tracking and reporting on all city, state, federal, and philanthropic grants. This person will supervise the Grants Manager, Recruitment & Marketing Manager, and the school-based Office Managers and reports to the CEO.

Director of Operations. Jose Obregon, MS, currently holds the position and will become the COO following the material change in December. He joined NDCHS in 2018. He currently maintains both buildings, oversees the cleaning and security crews (third party), orders all NYSED testing materials, deals with school food, transportation, oversees technology, and submits the Erate applications, as well as securing all building code and safety inspections.

Job Description: The person in this position will be responsible for all aspects of building and operation activities. This individual will be responsible for all facilities, including preparing new buildings for occupation, wiring, negotiating contracts with security, janitorial, Erate, business supply companies, among others. This person is also responsible for ordering all NYSED tests, ensuring students have food and transportation. This individual supervises cleaning/security crews and the school-based Facilities/Operations Managers, and reports to the CEO.

Director of Student Supports: SPED & ELL. Janisha Crawley, A.M.S., SBL, SDL, currently holds this position but she will move to principal of ND III in February if chartered. She is responsible for overseeing all services provided through mandated and at-risk counseling, as well as tasked with liaising with CSE. She organizes all mandated meetings for students with IEPs, as well as provides McKinney Vento services.

Job Description: This position will be renamed the Chief of Special Programs, and it will be filled by Donna Lobato upon chartering. The individual in this position will be responsible for all aspects of students with disabilities, as well as students who are classified as ELL/MLL. This individual will have a complete understanding of Ed Law, as well as IDEA and ADA, all the compliance requirements, and will liaise with these departments at NYSED. They will oversee all hearings and ensure that all CSE annual/triannual meetings are scheduled and held. The school-

based SPED Coordinators and Lead Counselors will report to this position, and the COSP will report to the CEO.

Director of Student Supports: CCR. Nazli Flores, MA, currently holds this position which will be renamed Chief of CCR after the material change. She oversees the Internship, Bridges, and Culinary CTE Programs. She ensures that there are community internships for students, develops the curriculum for the Internship Program, wrote the CTE application for NDCHS & ND II, ensures that all students have a career plan upon graduation, and works on data reporting to NYSED as well as writes the Consolidated Applications.

Job Description: The person in this position will have experience running programs that involve internship development, supporting students to develop work skills, CTE programs, and college and career readiness programs. This individual in this position must realize that there is more than one career pathway for students and should have experience working with students with serious behavioral problems. During Year 1, this person will write the CTE application for the culinary program to be implemented in September 2027. This individual will oversee the school-based CCR Lead and the Parent Coordinators and will report to the CEO.

Director of Instruction & Curriculum. Lisa DiGaudio, Ph.D., currently holds this position and following the material change request to be submitted will be renamed Chief of Academics. She is responsible for mapping and maintaining the curriculum in all content areas, grades, which will be aligned to the NYSED learning standards. She is responsible not only for curriculum, but for ensuring teachers complete lesson plans that are aligned with the curriculum and that they follow the scope and sequence and she conducts teacher's classroom observations. She is responsible for organizing the testing of all ELL/MLL students. She develops SLO pre- and post-tests and provides professional development around a variety of topics.

Job Description: Once this position changes to COA, the individual will no longer have as many school-based responsibilities. Instead, the responsibilities of lesson planning, SLO development, and classroom observations will shift to the principals at each school. This individual in this position will be responsible for training all principals on how to complete these tasks. The individual will continue testing ELL/MLL on State tests until principals are fully trained. The development of curriculum will still be the responsibility of the person in this

position. Further, the person in this position will have the responsibility of working directly with teachers on their NYSED certifications. All principals will report to the COA, who in turn answers to the CEO.

Chief of Human Resources. TBH. The Chief of Human Resources at NDCS Network leads the strategic and operational facets of the HR department, ensuring alignment with the school's mission and educational objectives. This role encompasses the development and executing comprehensive HR strategies, overseeing recruitment processes to ensure all staff positions are filled by the academic year's start, and managing onboarding programs to guarantee that new hires are fully integrated and oriented by October. The COHR is also responsible for maintaining up-to-date job postings across various platforms and coordinating interviews and demonstration lessons for prospective employees. Ensuring that 100% of staff have signed renewal contracts by June and that all new hires have completed necessary clearances and orientation sessions are key performance indicators for this role.

In addition to staffing, the COHR oversees the development and implementation of HR policies and procedures, ensuring compliance with all relevant employment laws and regulations. This includes managing employee relations, addressing grievances, developing clear job descriptions and evaluations for all staff, and fostering a positive work environment that promotes professional growth and staff retention. The COHR collaborates with school leadership to support performance management systems and professional development initiatives, contributing to a culture of continuous improvement. Regular evaluation of HR practices and measurable outcomes, such as achieving a 90% staff hiring rate by August and ensuring all staff have completed orientation by October, are integral to the role's success. The COHR will be supervised by the CEO.

School-Based NDCHS III Staff

Principal ND III. Janisha Crawley, A.M.S., SBL, SDL, will be assigned to this role in February 2026, if chartered.

Job Description: Principals at NDCS serve as the instructional leaders, overseeing curriculum and lesson plan alignment, teacher evaluations, and student achievement. Key responsibilities include overseeing teachers to ensure they are aligning lesson plans with NYS

Learning Standards, implementing project-based learning, and ensuring differentiated instruction for SPED and ELL students. The Principal also develops class schedules, monitors gradebooks, and ensures that students are enrolled in appropriate classes, particularly Regents courses. Additionally, the Principal leads professional development initiatives, identifies Professional Learning Community (PLC) leaders, and oversees the implementation of new curricula and instructional technologies.

Beyond academics, this individual is responsible for dealing with behaviors in school which are not conducive to learning. They do this by not only intervening and assigning interventions, but by fostering a positive school culture through programs like PBIS and ART, supporting mentoring initiatives, and ensuring effective communication with parents and community stakeholders. Responsibilities also encompass overseeing student enrollment, managing attendance and discharge processes, and ensuring space and energy is devoted to the facilitation of college and vocational readiness programs. By integrating these functions, the principal ensures a holistic approach to student development and school operations. The individual in this position will also be responsible for community outreach, recruitment of students, and working with the District.

To complete all these tasks, the Principal must meet regularly with the COSP and COCCR to ensure that the needs of students are met, as well as ensuring that there is space and staffing for SWP and the CCR programs. The Principal will oversee and evaluate all teachers and the Dean while ensuring that the CCR and SWD/ELL programs have space and staffing. The Principal will be supervised by the COA.

Dean, TBH.

Job Description. The Dean at NDCHS III is a pivotal leadership role dedicated to fostering a culture of academic excellence, discipline, and social-emotional growth. Reporting directly to the Principal, the Dean is responsible for implementing and monitoring student behavioral expectations, managing attendance, and ensuring alignment with school-wide goals. Key duties include regular communication with students and families, ensuring communications with mentees, and managing referrals and other items in Jupiter, the student information system. The Dean collaborates with staff to develop and enforce classroom management plans, serves

as a resource for student management issues, and coordinates educational alternatives for students in need. Additionally, the Dean assists in planning and implementing student behavior plans, administers appropriate consequences, and maintains open communication with staff and parents regarding student behavior.

Beyond behavioral management, the Dean plays a crucial role in maintaining the school's crisis management plan and ensuring school safety requirements are met. They compile, analyze, and share student discipline data regularly to inform decision-making processes. The role requires attendance at meetings related to student growth and success, including parent meetings, and expulsion hearings. Preferred qualifications include a Master's degree in School Leadership or Education, successful teaching experience, and at least three years of leadership experience with a proven track record of improving student achievement. The ideal candidate will possess strong leadership capabilities, experience in supervising and developing teachers, and a commitment to fostering a positive and respectful school culture. The Dean will be supervised by the Principal.

Special Education Coordinator, TBH.

Job Description. The person to be recruited for this position must have a master's degree and be certified as a special education teacher. The Coordinator must have a knowledge of the regulations related to special education services and establish a system of compliance related to these regulations in the school. Duties include and are not limited to coaching special education staff, monitoring co-planning in ICT classrooms, communicating with all teachers around SWD, evaluating the services required vs services being received, managing IEP caseloads, coordinating annual and triennial meetings with CSE and parents, coordinating services from out of school providers, advocating for students, and working with the Lead Counselor to provide counseling services where appropriate. This individual will be school based but will report to the COSP.

CCR Lead, TBH.

Job Description. The individual who takes this position will be responsible for supervising the CCR Program (Internship, CTE, and Bridges) in the school. They will have a Master's Degree in an associated field and have experience working in, and preferably leading, other college and

career readiness programs. This person will be responsible for reviewing and updating the curriculum for these programs regularly, working with parents as needed to help students achieve their career goals, collecting data for all reports, and coordinating with the principals around scheduling and staffing. The staff of the CTE program, the Internship Program, and the Bridges Program (Guidance Counselor) will report to the CCR Lead who reports to the COCCR.

Office Manager, TBH.

Job Description: The person who takes this job should have a BA, BC, or life work experience in the field. This individual will be responsible for all purchases, ordering, receipts, and inventory. Further, this individual must be responsible for ensuring the school always has the supplies necessary to keep the school running (printer ink, paper, Regents supplies, etc.). They will assist in the front office when the Parent Coordinator is conducting enrollment and will be responsible for assisting the Parent Coordinator with entry of enrollment information. This individual will be responsible for understanding the SIS, inventory, and accounting systems. This person will be based in the school but will report to the CFO.

Operations/Facility Manager, TBH.

Job Description: The individual who takes this position will be responsible for the upkeep of systems, technology, and the physical building. Further responsibilities include implementing student transportation and school food. The person in this position will be responsible for overseeing the custodian and security staff day-to-day (the COO will have overall responsibility for these 3rd party staff). The FM will ensure, working with the COO and CEO, that building will be ready for school on September 2, 2026. The FM will have daily responsibility for all physical systems in the building, including but not limited to, snow removal, classroom set up, technology set-up, etc. This individual will work closely with the Principal but will answer to the COO.

Teachers (ELA, Social Studies, Math, Science, ELL, Aspiring, PE, LOTE, Art, and SPED—when teaching), TBH.

Job Description. All teachers will have or be in the process of earning a master's degree in their subject area concentration. Teachers will have their professional certification in their area of specialization, though a teacher with extensive experience, is in school, or certified in

another state, if working towards NYSED certification, can be hired. Teachers are required to follow the curricular scope and sequence as set forth by the COA, design lesson plans that reflect the workshop model of instruction and employ effective classroom management strategies consistent with our PBIS Framework. We will look for those teachers who have experience with juvenile justice, jail, or rehabilitation programs, not because that is who our students are, but because this group of individuals likes working with students who attend NDCS, and we have had strong success with teachers coming from these backgrounds. As explained elsewhere, we used to hire based on content knowledge, but now cultural fit is our most important quality when hiring teachers. We are not looking for jailers, but rather adults who are empathetic and understand the struggles of our students. These teachers can easily develop relationships with students—and in the words of the late great Rita Pierson, "kids don't learn from people they don't like."[1] NDCHS and ND II have shown this to be true over and over.

CTE Teachers & Assistant Teachers, TBH.

Job Description. Whether teacher or assistant teacher, the individuals who take these positions will deliver the CTE program, preparing students for specific careers. This will include hands-on work and experience, career guidance, industry connections, and safety in that field, The first program will be Culinary Arts. We will determine the second program once we are chartered and have done a needs assessment. During Year 1, the firt CTE teacher will be hired in February 2027 to begin the set up of the Culinary Arts Program. A second CTE teacher and the CTE Assistants will be hired August 2027 so the program can begin in September 2027. The CTE Teachers and Assistants will report to the CCR Lead.

General Aide, TBH.

Job Description. The general aide will be available to help where ever necessary on any given day. This includes helping the Parent Coordinator and Office Manager when needed, assisting the principal, providing any support that is needed. The person in this position will report to the Principal.

Lead Counselor, TBH.

[1] https://www.youtube.com/watch?v=SFnMTHhKdkw

Job Description. The Lead Counselor must have a master's degree and be a NYSED certified counselor or certified Mental Health Counselor. This individual is a counselor (see below) but will have the added responsibility of organizing the counselor's schedules, ensuring mandated students are provided with the counseling as outlined in their IEPs. This individual will be responsible for scheduling all counseling/teacher meetings and while this person has no supervisory responsibilities, they will report the ongoing activities to the COSP. This role has been used at both NDCHS and ND II with great success. They are not supervisors, but this model allows each school to organize their counseling to meet the needs of their student population.

Counselor, TBH.

Job Description. The counselors must have a master's degree and be NYSED certified counselors or licensed Mental Health Workers. These individuals will be responsible for providing mandated and at-risk counseling. The counselor will coordinate sessions with the Special Education Coordinator, and devise plans for students in need of services (housing, food stamps, childcare, etc.). The Counselors will also work with teachers to ensure that all students have access and success in their classrooms. They answer to the Principal and follow the schedule as outlined by the Lead Counselor who answers to the COSP. (Note: this sounds like too many "chiefs", but it works. It allows the principals to focus on pedagogical issues while Network staff focus on the compliance aspects of mandated and at-risk counseling.)

Guidance Counselor, TBH.

Job Description. The person to be recruited in this position must have a master's degree, certification, and experience as a counselor for career bound students. The Guidance Counselor will work with students in college preparation, which includes PSAT/SAT prep, filling out FAFSA forms and college applications as well as working with students who wish to attend trade schools or join the military. This individual will be responsible for organizing all testing (civil service, ASVAB, PSAT, SAT, etc.), help with resumes, and help students find employment after high school. This individual is responsible for supporting students as they transition from high school to career options. This individual will assist in the development of individualized student schedules, focusing on graduating seniors. Will be responsible for ensuring that students leave high school with Career Portfolios completed. This individual reports to the CCR Lead.

Internship Coordinators. One of these positions will be filled in February 2027 for the purpose of developing community internships for students starting in September 2027. Candidates must have at least a Bachelor's Degree and experience in developing career readiness skills in teens. Starting in Year 2, the individuals in these roles will be responsible for teaching all Internship students, providing them with the skills necessary to work in the community, including but not limited to resume prep, interviewing skills, thank you letters, completing the Myers Brigg inventory, writing the research paper which aligns their internship to core content classes, placing student in internships in the community, and visiting internship sites regularly. They will report to the CCR Lead.

Outreach Worker. TBH

Job Description. The person who fills this position must have a valid NY driver's license and must be comfortable with visiting different locations and communities. This individual will be hired in February to begin making home visits for students who are truant, or struggling with attendance. This individual will also have the responsibility of ensuring that all discharges are legitimate and that the school knows when students leave and where they go. This individual will report to the COCCR, this responsibility will eventually be moved to the principals once they are fully trained and have the pedagogy aligned.

The chief responsibility of any ND III employee, instructional or non-instructional, is the relationship that is built with the students. Based on the experience at the other two schools, teachers and non-instructional staff have been the most successful in student outcomes and overall job performance when they have a deep relationship with the students. ND III will recruit staff that are dedicated to working with at-risk students by building their self-confidence through these relationships. This process will be fostered through our PBIS framework, and developed through the Advisory period.

Hiring Process

Recruiting, selecting, and hiring effective staff is core to the success of any school, and student performance is directly related to the 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.

Recruitment: Staff recruitment will begin in February and be ongoing. Qualified individuals that go through our hiring process and demonstrate the potential to learn and assimilate into the New Dawn culture will be considered for employment. We believe stable organizational management and culture will develop a climate in which some staff from the previous regime can be successful.

Recruitment of external candidates would consist of using several digital formats such as Indeed, Idealist, LinkedIn, Facebook, Graduate School digital postings, NYC Charter Center, as well as others. We will host job recruitment fairs during the winter/spring months in Newburgh. All positions for teachers require teacher certification from some state or extensive teaching experience such as one would acquire working in a private school.

Hiring: Once an appropriate candidate has been identified (certification or experience checked, resume shows solid experience at like schools, etc.), a phone interview is set up. During this time content would not be the emphasis but rather work behaviors, pedagogy skills (lesson planning, curriculum development, co-teaching, etc.), and fit (flexibility, educational philosophy, ability to deal with disruptive behavior, etc.). The HR Department will conduct these initial calls. If it is felt the individual is a good fit for students at ND III, the candidate would be asked to conduct a demo lesson. During the demo lesson the applicant is faced with issues they will be dealing with in class such as inappropriate comments between students, use of cell phones, and argumentative students. After the demo lesson an open discussion would be had with the adults who observed the demo and the candidate.

Once the determination has been made to hire a teacher, a letter will be generated by the COHR, outlining work hours/days, benefits, salary, supervisor, position, responsibilities, and a date by which to respond. All employment forms are digitalized through Paylocity which includes all city, state, federal, immigration status, and IRS forms. A request for fingerprints is requested through NYSED TEACH, which is a requirement for employment. Certification is checked with TEACH. If we offered employment to someone from another state or who has

extensive teaching experience, their information is given to the NYC Charter School Center Certification Division to begin the process of getting the teacher certified. Once fingerprinting has cleared, the individual can begin work.

New Employee Orientation: Orientation at New Dawn is an informal welcoming process that is designed to make the new employee feel comfortable, informed about the company, and prepared for their position. The new employee orientation is conducted by Human Resources representative, and includes an overview of the history of the school, an explanation of the core values, vision, and mission; and company goals and objectives. In addition, the new employee will be given an overview of benefits, tax, and legal issues, and complete any necessary paperwork.

Employees are presented with all codes, keys, and procedures needed to navigate within the workplace. The new employee's supervisor then introduces the new hire to staff throughout the company, reviews their job description and scope of position, explains the company's evaluation procedures, and helps the new employee get started on specific functions.

Probationary Period for New Employees: The probationary period for regular full-time and regular part-time employees lasts up to 6 months from the date of hire. During this time, employees have the opportunity to evaluate New Dawn as a place to work, and management has its first opportunity to evaluate the employee. During this introductory period, both the employee and New Dawn have the right to terminate employment without advance notice.

Upon satisfactory completion of 30 days, benefits will begin as appropriate. All employees, regardless of classification or length of service, are expected to meet and maintain standards for job performance and behavior.

Personnel Files: Employee personnel files include the following: job description, job application, resume, salary, fingerprint clearance, certifications (for teachers), records of disciplinary action and documents related to employee performance reviews.

Personnel files are the property of New Dawn and access to the information is allowed with prior notices. Management personnel of New Dawn who have a legitimate reason to review the file are allowed to do so. Employees who wish to review their own file should contact a

Human Resources representative. With reasonable advance notice, the employee may review his/her personnel file at New dawn and in the presence of their supervisor or HR representative.

Each staff is responsible for collecting his/her own professional development data for continued certification. Any teacher needing assistance in this area should contact the Principal.

Evaluation Process

Evaluations. All teachers are evaluated using the Danielson Observation Classroom rubric. This is done three times a year and conducted by the Principals. Other staff are evaluated three times a year using rubrics developed to mirror their specific positions and are evaluated by their supervisors. All Network staff are evaluated twice a year by the CEO on specifically designed rubrics. The CEO (ED) is evaluated by the Board of Trustees once a year using the Open School rubric. All evaluations involve the individual rating themself and then the supervisor rating them. A comparison is then completed, and areas of disagreement are discussed as are areas of strength and growth.

Staff Needing Improvement. Those staff who need improvement as outlined in the evaluation, will meet with their supervisors and develop a Professional Improvement Plan which will list weaknesses and strengths and targets for growth by the next evaluation. In the event a member of staff refuses or cannot make the necessary adjustments, their contracts are not renewed for the coming year. In the event the behavior is egregious, they can be terminated immediately.

Retention of High-Quality Teachers: Building strong relationships will be critical towards our continual retention of quality staff. 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 workplace 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. It is important that the staff participate in the governance of the school, however, as mentioned in earlier sections, the ultimate decision-making lies with the Executive Director.

We have recognized the need to develop our staff’s leadership capacity in addition to their educational-based professional development. As a result, New Dawn III staff will have a variety of opportunities to engage in leadership roles within the school by way of committees

and Professional Learning Communities. We have found that this leads to staff that are more committed, better prepared, and those who feel they have a stake in school outcomes. This model also allows us to develop and build new leadership internally as new opportunities arise. As a result of these factors, high quality teachers and staff who are invested in school outcomes are more likely to remain with the organization long term. This is further evidenced by three New Dawn I staff moving over to leadership roles in New Dawn II, as listed above.

Complaint Process

There are several methods for filing complaints at New Dawn. The first official way to file a complaint is to meet with the Director of Finance & HR (soon to be a new employee as the Chief of HR). NDCS Network has a strong policy that when a member of the staff makes a complaint, the DF&HR does NOT discuss it with other administrators but investigates. Following this investigation, if the ED is not involved in the complaint, the DF&HR meets with the ED to review the next steps. If it does involve the ED, the DF&HR would meet with the Board of Trustees. At these meetings, a plan of action is formulated to remedy (if warranted) the situation. Nothing is done if the investigation produces no evidence and no action is warranted. Either way though, the DF&HR formally responds to the complainant. If the person does not agree with the outcome, they can appeal to the Board of Trustees. If this still does not resolve the issue, the staff can file a complaint with CSO NYSED. This level of complaint has resulted in terminations of staff (staff being complained about, not staff doing the complaining; we have a strong whistleblower policy in place) or revisions to our way of doing business (our modified make-up work policy)

There are many complaints that can be easily remedied, or if no remedy (i.e., student behavior is our most common one), there can be discussions around what to do in these cases. When it is a school-wide policy and not an individual, most staff feel comfortable going to their immediate supervisor or someone at the Network level. PLCs (professional learning communities) are provided with the opportunity to have meetings where concerns are discussed. Since no supervisors or administrators are on the PLCs, it is a safe space to discuss issues. The PLC Lead will then report back to the DF&HR for organizational complaints or the principals if it is an academic complaint.

This year we have been using Possip, which is a wonderful tool. It's only 3 questions but we have made major changes in some of the policies based on anonymous feedback from the survey. We redid our entire ELL program based on feedback, changed how administrators approach people on days off and sick time, made major changes to our time off without pay and tardiness, among other things. We will continue to use Possip at all our schools.

Janisha Crawley
[redacted]
Jcrawley@nchsbrooklyn.org

Dear Hiring Committee,

I am excited to submit my application for the principal position at New Dawn Charter High School III. Over the past six years at New Dawn Charter High School I, I have had the privilege of growing within this incredible network, beginning as a School Counselor, advancing to Lead School Counselor, and currently serving as the Director of Student Services, where I oversee both special education and counseling for both NDCHS I and NDCHS II. With the recent completion of my School Building Leadership coursework and attainment of my Initial School Building Leader (SBL) certificate, I am now prepared and eager to bring my leadership, experience, and deep commitment to equity to the principalship at NDCHS III.

New Dawn's mission is to provide over-aged and under-credited students, including those with special needs and English Language Learners, with the opportunity to return to school and earn a New York State diploma has guided my work every step of the way. Our students often come to us having faced significant personal and academic barriers, and I have dedicated my career to ensuring they find not just a second chance, but a school that genuinely believes in their potential.

In my current role, I lead a multidisciplinary team that provides student-centered support tailored to each student's academic, social-emotional, and special education needs. I play a key role in ensuring a trauma-informed, all-inclusive school culture, increasing student engagement, and designing targeted interventions that reflect New Dawn's core values of Respect, Responsibility, and Resilience. I collaborate closely with teachers, counselors, and service providers to implement individualized plans that meet students where they are while promoting growth and accountability. I also work to strengthen our systems for progress monitoring, ensure compliance with IEP goals, and facilitate ongoing professional development to build staff capacity in meeting diverse learner needs. Through this work, I help cultivate an environment where every student feels supported, challenged, and equipped for long-term success.

The opportunity to lead New Dawn Charter High School III is a continuation of the mission I have lived every day at NDCHS. I am passionate about shaping a supportive, rigorous, and inclusive learning environment that reflects our students' needs and aspirations. As Principal, I would lead with empathy, elevated expectations, and an unwavering belief in each student's ability to succeed.
Thank you for considering my application. I welcome the opportunity to further discuss how my background, values, and leadership vision align with the goals of New Dawn Charter High School III.

Sincerely,

Janisha Crawley M.S. Ed M.A.S.

Attachment 11: Pre-Opening Plan

The Gantt Chart below outlines the pre-opening plan for New Dawn Charter School III in Newburgh, NY. This chart is organized based on groups of tasks. Following the chart is a more detailed description of each of the tasks. The timeline is for the period of January 2026 through August 2026. Please note, this section will use the new titles which will be part of the material changes for NDCS Network in December 2025. This aligns with the ND III Org Chart.

Responsible parties from NDCS Network are as follows: **BOT** = Board of Trustees; **CEO** = Current Executive Director; **CFO** = current Director of Finance & HR; **COSP** = current Director of Student Supports SPED & ELL; **COCCR** = current Director of Student Supports CCR; **COO** = Chief of Operations; **CAO** = current Director of Instruction & Curriculum; **COHR** = HR; **DS** = Data Specialist.

Responsible parties that are school based but report to Network staff: **PC** = Parent Coordinator, **FM** = Facilities Manager, and **OM** = Office Manager.

Responsible parties that are school based: **P** = Principal and **D** = Dean.

Tasks	January	February	March	April	May	June	July	August	Responsible Party
1.Submit material changes to CSO	← Dec 2025								BOT, CEO
Hire Staff									
2.Hire Principal, PC, and OM									CEO, P
3. Recruiting staff									HR
4.Hire remaining staff									P, COSP, COCCR, CAO, HR
Outreach, Lottery, Enrollment									
5.Student/Family Outreach	←							→	P, PC, CEO
6.Student Lottery (if needed)									CEO, BOT, P
7.Acceptance Packages to families (if needed)									PC
8.Collect paperwork for students									PC
9. Review IEPs									COSP, P
10.Request records for students new to the Newburgh district									PC
11. Identify Newburgh student data tracking needs									CEO, P, DS

12. Set up SIS system									DS, COCCR, CEO
Facilities									
13. Identify building & negotiate with developer	←.								OPEN Impact RE, CEO, COO, BOT
14. Finalize renovations if needed									COO, CEO, BOT
15. Sign lease									BOT, CEO
16. Obtain necessary certificates/permits									COO
17. Move into space									COO, PC, FM
18. Obtain all necessary DOB paperwork & certifications, including fire inpsection.									COO
Furniture, Equipment, Supplies									
19.Set up accounting systems									CFO, ASNY
20. Set up inventory system									COO
21. Train OM on inventory & accounting systems									COO, CFO, OM
22. Order Furniture									P, OM, COO
23. Set up phones, electric, gas, & other utility									COO
24. Delivery and inventory of all furniture and equipment									OM, COO
25. Set up classroom and educational space with furniture, fixtures, equipment									P, D, FM
Services Compliance, Educational Materials and Compliance									
26. Communicate with NECSD Transportation office to discuss bussing									COO
27. Communicate with Office of School Food,									COO

submit required information									
28. CPR Training & purchase required defibrillators									P, OM
29. Develop and finalize accountability plan									CEO, CSO
30. Finalize class text choices and all aspects of educational program									P, COA, COSP
31. Order & accept delivery of all instructional materials									P, OM
32. Prepare the digital curriculum systems for all teachers									COA
33. Order Chalk									COA
34. Map scope and sequence for every class for the every grade for entire school									COA
35. Organize initial assessments to be given when students arrive									P, COA, teachers
36. Order NYSED tests									P
37. Intellaspark ordered									P, OM
38.Scantron ordered									P, OM
39. Read and Math 180 ordered									COA, OM
40.Inventory of all supplies, furniture, technology ordered									OM
41. Contact with CSE									COSP, P
42. Janitorial and Sanitation services									FM
Fiscal, Policies & Procedures									
43. Obtain 501©(3) Status for School by adding to NDCS Network EIN									CFO
44. Open bank account									CEO, CFO, BOT

45. Set up on all city and State platforms for accepting per pupil & title monies									CFO
46. Refine & adopt internal financial controls policies & procedures									BOT, CFO, CEO
47. Develop, implement fund raising plan and apply for grants									CEO
48. Secure independent CPA for audit purposes								→·	BOT
49.Secure Bookkeeping services									BOT, CFO
50. Establish all relevant financial systems									CFO, ASNY
51. Establish and adopt all policies and procedures									BOT, CEO
52. Submit unaudited revenue/expense statements to NYSED									CFO, ASNY, CEO
53. Audit Schedule									Audit Firm, CFO, BOT
Professional Develop. & School Opening									
54.Develop parental involvement plan									P, BoT
55. Develop agenda, hire consultants training for semester 1									P, COA, COSP, COCRR
56. PD for staff (2-week training institute)									P, identified consultants
57.Culture building supports for staff									P, Identified consultants
58. Develop Performance Based Compensation Plan								→	CEO, P
59. New Student Orientation and their parents									All Staff
SCHOOL STARTS								→·	Everyone

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

Staff Hiring: The CEO will hire the proposed Principal in February who will then hire the parent coordinator and office manager. The Chief of HR will market new hires starting in January. The rest of the staff will be hired for a mid-August start date.

Outreach, Lottery, Enrollment: Outreach will begin immediately after chartering and will continue year-round. The lottery will be held if necessary. If there are not enough students to fill all 150 seats, outreach and marketing to the community will continue. The Principal and Parent Coordinator will be responsible for tracking efforts and outreach. Applications packets will be collected from February 2026 until all seats are filled. If there more than 150 applicants by April 1, 2026, a lottery will be held.

Facilities: Open Impact RE and the CEO and COO will be responsible for this. The Board of Trustees are responsible for signing the lease. The actual day-to-day work of facilities will be the responsibility of the Facilities Manager reporting to the COO.

Furniture, Equipment, Supplies: Ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September, fireproof locked cabinet for IEP records, as well as getting all utilities turned on in the school's name. All the wiring for technology will be installed by the developer during renovations. This is the responsibility of the COO and FM.

Services Compliance, Educational Materials and Compliance: These tasks encompass all those items necessary for the school to ensure safety, travel, and food, as well as all curricular materials.

Fiscal Policies & Procedures: All existing policies and procedures will be modified adopted by the Trustees to include ND III. These policies include Internal Financial Controls, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. All reports will be submitted in a timely manner.

Professional Development and School Opening: The first PD will be an intensive 2-week training in August. During this time there will be an intensive orientation to the philosophy and structure of New Dawn III, rules for behavior, dress, attendance, etc., for both staff and students will be reviewed. The classroom procedures for all classes will be developed through the PBIS framework. The staff development and growth plan will be reviewed during this time as will all the tools to be used under the SIE and PBIS Framework.

During the orientation of students and parents the importance of expected behavior and outcomes will be the focus. Students will be given their class schedules at this time. They and their parents will meet with teachers as well as other staff. Overall, we believe this plan will result in a school that is ready for opening day on September 2, 2026.

Attachment 12: Dissolution Plan

Once the decision has been made that New Dawn III is to be closed, the Board will immediately institute the following policies. These policies are based on the NYSED Charter School Closing Procedures Guide and Checklist (https://www.nysed.gov/sites/default/files/programs/charter-schools/closingprocedureschecklist0220_0.pdf) and adhering to NY Education Law §220(5), §2851(2)(t), §219(4), §220(1), and §220, the following actions will be taken.

New Dawn III will follow the steps exactly as outlined in the Guide. The CEO (current ED) of NDCS and Board of Trustees will develop a strategic dissolution plan based on the areas contained in the Guide, including the exact timeline as outlined in the Guide:

1. Immediate tasks (immediately and 1 week of closure activity)
2. Ongoing task (through completion of the closure)
3. Pre-closure tasks (45 days within the closure action)
4. Post-closure tasks (one week to 120 days after the last day of instruction)

Immediate Tasks:

We will complete these tasks and develop a final timeline working with our NYSED Charter School Office liaison. As per the guide, we will hold an initial closing procedures conference call with NYSED and relevant school stakeholders and will prepare "Charter School Closure: Frequently Asked Questions" guide which will be posted on the website.

We will then establish a Transition Team within the bounds of #3 Action Item in the Guide (page 4). The Transition Team will consist of at least all administrators (CEO, CFO, COO), Board members, the SED Liaison, and a school closure coordinator will be assigned. After forming the Team, one administrator and one Board member will be assigned to each of the four areas above. After the members of the transition are identified, it will be determined what level of staffing in each area will require. These staff will then be assigned with clear goals around each of the 51 dissolution checklist items.

After forming the Transition Team, particular attention will be paid to communicating with our families through the Initial Closure Notification Letter and supporting them as they identify other schools. Following the guidelines in the NYSED Closure Guide, a press release with all the relevant details will be distributed. The School Closure Coordinator will always be available to families. The various initial closure notification letters will be distributed to the relevant stakeholders, including the district. Students' records and financial records will be secured with all the necessary components intact. The lists of both students and staff will be submitted to NYSED. Summer school will not be offered, contracts will be cancelled, and evidence of this will be provided to NYSED.

Ongoing Tasks:

Instruction will continue until the end of June. As is the case now, all Board meetings will continue to submit all Board materials to NYSED. The Board will continue to meet in accordance with Education Law §§219, 220, 2851(2)(t) and in accordance with the approved character.

Administration is responsible for meeting with staff and parents/guardians regularly. Legal counsel will be hired to determine the appropriate funding for the dissolution escrow account and a Petition for Dissolution will be filed. The school will distribute the necessary transition letters to various stakeholders. The school will hire an external CPA to oversee the final closing of the books. The school must also make a list of all creditors and debtors to ensure all funds are expended correctly. The school will remain open until the end of June and approval will be sought for storage of records. The school's records will be electronically transferred to NYSED.

All benefit providers (health, long term disability, retirement, etc.) will be contacted and told the school is closing. The school will then work with these providers to ensure all staff wanting to remain covered have the option to do so. The school must create an inventory list that outlines if the property was purchased with federal dollars. As well, the school will develop a Disposition of Assets plan to deal with any property the school owns. Financial conditions will be reported to NYSED including all forms listed under task #21 (page 10) of the Guide. Property and D&O Insurance will continue until the school closure is finalized by NYSED.

Pre-Closure Tasks

As stated above, transition letters will be sent to all parents/guardians, staff/faculty, Agencies/Organization partners, union (if applicable), potential creditors and Debtors, management organization, and contractors. All contracts will be cancelled as per the guide. An independent audit firm (approved by NYSED) will be engaged, and the IRS will be notified. Develop a creditor and debtor spreadsheet to ensure that all bills are paid and any money owed the school is paid. A UCC search will be conducted, and proof will be provided to NYSED. All vendor contracts will be cancelled or not renewed.

Post-Closure Tasks

Final report cards will be completed and up to date. All testing materials will be transferred as per NYSED and a letter outlining the transfer process will be submitted. All final finances, including SF-425 will be prepared and submitted. Payroll and employment verification reports will be provided to NYSED as per the Guide. As stated above, the student records will be transferred to an approved location and this will be documented. The FER and APR will be filed. A Final Distribution of Assets will be conducted as outlined in task #48 in the Guide and documentation of this will be provided. The disposition of and transfer of corporate records will be completed and documented. A final audit will be conducted and NYSED will be notified and provided with evidence that this is complete. All final reports and data will be submitted to the appropriate agencies.

All of these procedures will be overseen by the NYSED Liaison who will have access to any and all records, transcripts, documentation, meeting minutes, etc. as requested to ensure smooth closure.

Attachment 13 Plan to Address English Language Learners

Supervision: The school leader is ultimately responsible for supervising staff, scheduling, and implementing the ELL/MLL program, but will do this in collaboration with the Chief of Special Populations to ensure that appropriate programs, instructional methodologies, and assessments, such as the NYSESLAT and NYSITELL, are implemented effectively. As with NDCHS and ND II, Led Better will continue to provide another layer of guidance and support to staff.

ELL/MLL Placement Procedures: All students enrolling at ND III are required to complete a Home Language Survey (HLS) to determine the student's dominant language. The Parent Coordinator is responsible for administering the survey and reviewing the responses upon enrollment. The Parent Coordinator will inform the Principal, the Chief of Special Populations, and Data Specialist if a language other than English is identified. The Chief of Special Populations (Current Director of Student Support Services) will obtain information regarding the student scores on the NYSESLAT. If the student is new to the country and enrolling for the first time, the NYSITELL will be administered to assess English language proficiency, which will determine the level of support required.

Instructional Approach: ND III will implement a Freestanding English as a Second Language (ESL) program to provide targeted instruction in English language development, used at both exiting schools along with a push-in, complete-inclusion model, ELL/MLL teachers collaborate with content-area teachers to support students within their regular classrooms. This model enables students to develop English language proficiency and vocabulary while remaining in class and engaging in core content instruction alongside their peers. ND III will implement an instructional approach that emphasizes English language immersion, this approach reflects practices recommended by the Center for Applied Linguistics (CAL), ensuring that ENL students have full access to the general education curriculum while developing their English language skills, which hs been implemented successfully at NDCHS and ND II.

Identification, evaluation and placement for ELL/MLL who may be SWDs: If a student is identified as both an ELL/MLL and a Student with a Disability (SWD) through the Child Find or enrollment process, they will receive all special education services mandated in their IEP. In addition, their level of academic support will be informed by their performance on the NYSITELL or NYSESLAT assessments. For students who are new to the country and enrolling for the first time, the NYSITELL will be administered to determine their English language proficiency level. If an ELL/MLL student is struggling academically despite receiving targeted interventions, and insufficient progress is observed, teachers and/or parents may refer the student to the Committee on Special Education (CSE) for an evaluation. This evaluation will determine whether the student has a disability that requires additional support or services. If services are recommended, the student will receive them upon parental consent.

Meeting and Exceeding Academic Standards: Students identified as Entering or Emerging on the NYSITELL or NYSESLAT assessments will be placed in an intensive, three-period English language class instead of participating in the internship program for at least one semester. This adjustment to our program is based on the experience from NDCHS and ND II, indicating that this group of students requires intensive language acquisition support. After this period, they will transition into the internship program. This intensive class focuses on foundational English language acquisition, including functional communication, writing, grammar, and listening skills. ND III will implement the *Get Ready* program from Vista Learning. This provides additional support for developing their English proficiency, which in turn enables greater participation and success in their academic courses.

All ELL/MLL students will be placed in general education classes as part of the Stand-alone ELL class and the inclusion model. A student who is at the earlier stages of language acquisition will have more support and will be scheduled for the English ELL LAB (more intensive) class with a curriculum written specifically for this group, English Lab (combined with English speakers) for those with more English acquisition, or Read 180 taught by an ELA teacher. All curricula are in complete alignment with NYSED standards. All teachers are trained in ELL/MLL strategies.

Instructional strategies, methods, materials and differentiation including sub populations: A variety of strategies, methods, and materials are implemented at NDCHS to support ELL/MLL students academically and to increase their English language proficiency in all content areas and across all literacy areas: reading, writing, listening and speaking. The Workshop Model (KD1) allows for differentiated instruction tailored to individual student needs while ensuring full access to the core curriculum.

Supports for ELL/MLL students include visual and auditory aids delivered in English and, when appropriate, in the student's native language. Students are provided with frequent opportunities to practice speaking English and utilize materials in both English and their native language to reinforce comprehension. Other strategies included: tiered vocabulary lists (basic, descriptive, content-specific), sentence frames, scaffolded writing and questioning, gradual release to increase independence, organizers, and pairing with English-speaking students. NDCHS also incorporates DIFFIT, a digital platform that allows educators to customize instructional materials and assignments based on students' proficiency levels, further supporting differentiated instruction. Additionally, reading and writing organizers are used to provide students with a structured framework for all literacy skills. Depending on a student's level of English proficiency, instructional materials may initially be presented in their native language and supported with English. As students' progress, this gradually shifts to English materials while continuing to offer native language supports as needed.

ELL/MLL students identified as SIFE, long-term ELLs, new to the country, have disabilities, or may have tested out but still require support will be supported based on individual circumstances, with New Dawn's curriculum designed to be culturally relevant and sensitive

(KD1). Based on information from IXL testing, enrollment records, informal observations, and any other relevant data, students will be placed in the appropriate classes. All students will have their work differentiated based on their academic performance, as well as their English language acquisition and gaps in education. Subgroups may also have skills and concepts presented in their native language first. hands on learning activities, use of varied assessments, completing work in their home language first, then translating to English, graphic organizers, picture dictionaries, additional literacy instruction and supports for SIFE and newcomers such as intensive ELL internship class, Lab classes and connections to outside agencies. ELL/MLL students who are long-term will be assessed to determine if this is an attendance issue or a potential learning disability and will be handled accordingly. Students who are ELL and have a disability will receive their required services along with ENL support.

Home language and instructional strategies, methods, and materials: For an ELL/MLL student to advance, materials, strategies, and instruction must be provided in parallel with their home language, so that the student has a foundation for understanding the content and skills being taught, thereby increasing content comprehension. This also leads to improved academic performance and increased confidence among students, as well as a culturally inclusive school environment for all students. Examples of strategies used are: using subtitles in the student's home language for videos, uses of Google Translate, written and spoken, pairing content in the home language with English, given extra time to process information, preview and review content in the home language, opportunities to communicate in their home language than in English, glossaries and use of vocabulary lists.

Culturally Appropriate Materials: ND III will follow and implement the curriculum developed by the Chief of Academics. This is fully aligned to NYSED Next Generation Standards and the Math and US History Framework. The curriculum offers a wide range of materials that is culturally sensitive and relevant. Specific information is in II B and C, and attachment 3.

Translation: ND III will communicate information to parents both written and verbally. All emails sent through Jupiter Ed and the school website will be translated into the family's home language using Google Translate or written by a staff member who speaks that language, if available. PNW BOCES of Orange County provides in-person and remote translation services that staff will use to communicate with families if there are staff who do not speak the home language. This will be used for parent-teacher conferences, general updates, and other calls needed. For SWD, the local CSE will provide translations as well.

Intervention and support services including subpopulations: Along with the extensive list of supports above, we understand that additional interventions and support may be needed, and the home language is not a barrier to receiving them. ND III's counseling department will develop relationships with agencies that provide services such as housing, health, mental health, food banks, translation and other services in their home language home language, this includes but it is not limited to: Catholic Charities, Latinos Unidos, Newburgh Armory In-school supports through translation include but not limited to counseling. ELL subgroups may require

additional support. Advisory classes address various social and emotional issues, and outside agencies will be invited to speak with students to address issues specific to them, such as acclimation and immigration. Mentors reach out to students frequently. Students who are SIFE or new to the country will meet with a counselor using translation services. If the counselor is not bilingual, additional support will be provided.

Student Progress Updates to Families: Communication with families is essential to support student progress. Communication regarding progress will be provided through Jupiter Ed, phone calls, emails, and scheduled parent-teacher conferences. Families are also notified about proficiency levels from NYSESLAT, NYSITIEL, Regents, IXL, and assessments from Math and Read 180. Progress reports are also given at the end of each marking period. Families can access this information online through their own access, as well as by speaking to school staff.

Professional Development: Professional development is key to improving teaching practices. Led-Better will continue to provide ELL/MLL Support monthly to all staff with topics focusing on all areas of reading, writing, listening and speaking. They also offer bi-weekly support to ELL/MLL staff. ND III will alsohold professional development meetings one day a week, with topics often focused on instructional strategies for addressing academic deficits. Off-site professional development is also available as needed and is open to all staff.

Staff Recruitment and Retention: New Dawn actively seeks out ELL teachers through online job boards such as Indeed, LinkedIn, posting on the Charter Centers Job Board, holding career fairs, and word of mouth. The pay scale is comparable to local schools, and we also offer a comprehensive benefits package. The focus is on advertising for staff that are bilingual, dual certified, and have experience teaching students who are overaged and under credited. During the first year of operation, there will be one ENL teacher on staff, and then another teacher will be added in year two.

Staff Collaboration: The principal schedules specific planning time for teachers to collaborate and plan not only with each other but also with ND and ND II. One day a week from 4-5 pm is dedicated to planning, as well as there is often a common prep time. All staff members have access to view and share lesson plans in CHALK to facilitate communication and planning. There is also a planning time embedded during weekly staff development when the topic is relevant, and during PLC, one day a week.

Communication of ELL/MLL needs: Staff input is essential to the success of school programs. Aside from formal and informal observations from ND III, administration, and Led-Better, staff can and should share information consistently. This is done through monthly department meetings, scheduled individual meetings, and the use of monthly surveys (Possip). Feedback from formative and summative assessments is also given to the administration by teachers.

Use of Data: Instruction is driven by assessment, both formal and informal, to give a total picture of the students' performance level. Teachers use information from IXL, Regents

scores, formative and summative assessments, SLOs, pre- and post-assessments from Math and Read 180, and progress checks from Get Ready from the intensive ELL internship class. Information is also gathered from writing samples and comprehension checks both written and verbal. Using this information allows the general and ENL teachers to determine the most appropriate strategies and goals for the students.

Monitoring and Path to Graduation Requirements: Both New Dawn schools have seen an increase in enrollment of students who have accrued the required credits but have not passed their Regents exams. It is anticipated that this will be the same for ND III. To address this, their transcripts are fully audited, and they will be placed in classes that will address their graduation needs, even if this means that they are over the 22 credits needed to graduate, which is often the case. Students who need or have failed the English Regents are placed in an ELA ELL lab class that solely focuses on the English Regents. To support the content area, students are placed in Regents' prep classes. The guidance counselor monitors student progress by reviewing current grades in coursework and communicates this to families and students. The use of CDOS requirements (4+1), 55 appeals for English, and hardship pathways are considered.

Use data to identify, monitor, and respond to ELL/MLL needs: ND III will utilize progress monitoring to plan instruction, address social-emotional needs, and ensure that pathways to graduation are met. This is accomplished by looking at NYSESLAT and Regents scores, IXL, work samples, formative and summative assessments, SLOs, and 1:1 conferencing. Results of these are shared, discussed, and reviewed during co-planning time, PLCs, department meetings, staff meetings, and professional development so that targeted interventions can be planned. This also includes social and emotional needs, which are identified by staff, students, or family for individual support in addition to the above. Students complete various SEL surveys throughout the school year and use this information to address and monitor their SEL needs.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Brian Baer

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 646-759-7531

Business Address: 369 Main Street, Beacon, NY 12508

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I have been on the Board.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As a certified architect and owner representative I will be able to assist with the identification of a building, working on necessary city/state permits, and negotiating a lease. As a resident of the Newburgh area, I already know and understand the existing real estate structure and the buildings which may be available.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role will be in identifying and preparing the building as a school. I know all the necessary paperwork as well as building codes in the area.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Brian Baer

_____

Printed Name

See attached.

_____

Signature

_____

Date

Close

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Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that y to the table.

6. Please provide a personal statement regarding your role, responsibilitie commitment in relation to the development and preparation of the applicatic member of the applicant group), and/or in relation to the operation of the charte (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Depa review of your background.

Brian Baer

Printed Name

Signature

4/21/2025

Date

100%

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Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Secretary_____

12. Please explain why you wish to serve on the board.
    I currently serve on the board of trustees in supporting the school and its mission by providing guidance and oversight for its mission. As a building design professional, I can strengthen the school in providing a supporting physical campus for the core mission of the school.

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.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. 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

21. 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 report it to the Board Chair and follow-up as to consequences. If necessary, I would report to the State.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
New Dawn Charter Schools provides under-credited scholars with the environment to rebuild their educational credentials, striving toward a New York State diploma through a supportive, engaging and rigorous academic program.

24. Please explain your understanding of the educational program of the charter school.
Using an individualized plan for success, New Dawn provides the necessary curriculum and engagement for each student to achieve their educational goals. Depending on the student's needs and abilities, the educational program offers traditional classroom subjects, internships and vocational training, that affords the student to become a *more* positive member of society.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
A successful charter school is one that meets or exceeds its mission to provide its enrollees

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Brian Baer** (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

[redacted]

Signature

2025.04.21

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Daniel Lewis

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: N/A

Business Address: N/A

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I currently serve on the Board of Trustees as the CTE specialist and would like to continue to serve.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have helped several schools obtain their CTE certifications in different states in culinary arts. I have worked as a chef, mentor, and consultant helping clients move their programs towards certification. I assisted NDCHS and NDCHSII with their CTE certifications and will help NDCHSIII with theirs.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I will be responsible for reviewing the section of the application about the CTE and culinary curriculum.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Thank you for your time.

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member at large with specialty area of CTE certification.

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

I am already on the Board and would like to remain active. The ability to help another school and another group of students gain access to the culinary arts appeals to me very much.

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.

    ☐ This does not apply to me. ☒ Yes. (Include description here): New Dawn Charter High Schools; Dare Country Schools Career & Technical Education Advisory Board.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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'm already on the Board and know all the Board members.

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

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:
I know the current administrators of New Dawn and they will be moving over to the new school.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes. Already on the Board and know everyone on this applicant team.
☐ 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.

18. 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.

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

☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. 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

21. 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 talk to the Chair of the Board. If the Chair of the Board was the person involved, I would talk with the Vice-Chair. If this was found to be true I would immediately ask for termination. If this was not forthcoming, I would notify the state and step down from my position on the Board.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

New Dawn's mission involves working with students who have not been successful at other schools. New Dawn does this using a variety of unique interventions both academically and social/emotionally. New Dawn not only offers career and college opportunities, but will have a CTE program in culinary arts.

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

The school meets students where they are at. They are very understanding of the

discipline and learning disabilities that the students have and have successful interventions for a variety of issues.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 school should be within budget and achieving positive outcomes. It should be fully staffed with an appropriate building. The overall culture should be one of positivity and inclusion and should be obvious to any visitor. The Board should review outcomes at each monthly meeting in each of these areas to monitor success. If there are problems, the Board should charge the ED to address the areas and come up with a planned intervention. If the ED cannot do this, then next steps should be instituted.

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STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Daniel Lewis (name of pr
board member) state that I am the applicant for board member approval and I ha
the questionnaire and any supporting documents and know the contents thereof;
same is true to my knowledge except as to the matters therein stated to be alleg
information and belief, and as to those matters I believe it to be true and
acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a
who knowingly offers a false instrument for filing to a public official or public se
guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misden

[redacted]

Signature

4/21/2025

Date

100%

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NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Donna Lobato

Proposed Charter School Name: New Dawn Charter HS III

E-Mail Address: Dlobato@Ndchsbrooklyn.org

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 347-505-9409

Business Address: 242 Hoyt St Brooklyn, NY 11217

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X☐ Résumé Attached

   X☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   As part of New Dawn Charter Schools for the past 13 years, we have always talked about opening additional schools so that those that are overaged and under-credited have another option to graduate with a high school diploma. This has been part of many discussions and with the success of New Dawn I and II we feel this is the time to replicate our program.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X☐ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   My career in education spans over 30 years in special education, both teaching and administration, and has ranged from working with students as young as 2 to 21 years in a variety of settings from providing early intervention services in their homes to the classroom both in specialized schools, public and charter schools. Administrative roles have included teacher mentor, special education coordinator, Director of Student Support Services, and supporting implementation of services and programs (both New Dawn I and II) through many of the federal grants that we are part of, serving as a member of the Blue-Ribbon Committee on Graduation Measures, and now Principal of New Dawn Charter School I since 2020. These experiences and skills allow me to support staff and look at teaching practices from the perspective of a teacher, I still teach one class, and as an administrator, especially with my background as a special educator. This is particularly important with classes having students that fall under special populations in the general education classroom. I am also aware of the compliance of special populations bring to schools both academically and procedurally, which is an area of focus of mine, with the day-to-day operations of running a school. Being part of New Dawn for the past 13 years has allowed me to be part of the start up of New Dawn I and developing polices and procedures and replicating this with New Dawn II.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   Given my background and education, I have always been committed to underserved populations which includes special education, MLL, economically disadvantaged, and those that are overaged and under-credited, New Dawn Charter Schools serves all these groups. Being part of New Dawn Charter Schools I have supported and assisted in the development of policies and procedures as well as the writing of the application and renewal for New Dawn II and New Dawn I renewals. With my background in working with special populations, I will support staff on all levels in instruction, setting up structures to meet special education and MLL requirements and legal compliance for SWD and discipline. I will also guide and mentor staff who are transitioning to leadership roles or are new to New Dawn. When starting a new school, I will also help and support any area that is needed, as we always do at New Dawn.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Donna Labato

Printed Name

[redacted]

Signature

4/21/25

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

As a Market Sales Manager for Metropolitan Commercial Bank, I specialize in providing banking solutions for charter schools. As my portfolio grew, I decided to serve as a board member of a charter school and New Dawn Charter High School II is close to my residence and I have lived in the Jamaica community since 1999. Once joining the Board I became very involved and am very interested in providing New Dawn services to as many students as possible.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have extensive banking experience and am currently providing banking solutions to charter schools in New York (not however New Dawn). I will help with the budgeting and identification of a building. However, as an immigrant who came to this country not speaking the language, I have found that I have quite a bit to offer students themselves in terms of my story and how I came from a high school graduate to a Vice President of a major bank. I too was very involved in internships in high school and this is how I came to my present position. I have had quite a bit of success mentoring some of the students at the school once they knew my story. I want to continue in this roll as well.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role will be to continue to work on the Board of Trustees and help in any way I can with the application.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jeffrey Casio

_____

Printed Name

See attached.

_____

Signature

_____

Date

Close

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Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that yo to the table.

6. Please provide a personal statement regarding your role, responsibilitie commitment in relation to the development and preparation of the applicatio member of the applicant group), and/or in relation to the operation of the charte (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Depar review of your background.

Jeffrey Casio

Printed Name

[redacted]

Signature

4/21/2025

Date

100%

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Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Vice Chair

12. Please explain why you wish to serve on the board.
    I enjoy my work on the Board and I wish to continue you. Motivating young people is truly exciting to me.

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.

    ☐ This does not apply to me. ☒ Yes. (Include description here): New Dawn Board of Trustees

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:
My sister (Ingrid Casio) is the Director of Accounting for BoostED Finance. I am not sure who she knows. I now know all the existing Board members of New Dawn Charter Schools.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes. I am already on the Board of the New Dawn Charter Schools.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company

or charter management organization.
☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. 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

21. 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 report it to the Board Chair and follow-up as to consequences. If necessary, I would report to the State.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
New Dawn Charter Schools provides under-credited scholars with the environment to rebuild their educational credentials, striving toward a New York State diploma through a supportive, engaging and rigorous academic program.

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

New Dawn Schools provide education to students who are over age and undercredited. They also help students who are English Language Learners and who have special needs. The school has three programs: interventions, internship, and college/trade-school enrollment.

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

For a charter school to be successful, the school must be "fiscally secured", a quote from Raj Thakkar's book. Knew the symptoms and remedies of each critical situation that would impact the financial, operational, and educational position of the charter school.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, JEFFREY CASIO (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

[redacted]

Signature

4/21/2025

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jose A. Obregon

Proposed Charter School Name: New Dawn Charter School III

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 347-505-9132

Business Address: New Dawn Charter High School
242 Hoyt Street, Brooklyn, NY. 11217

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   - ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   My Executive Director informed me.

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

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jose A. Obregon

Printed Name

[redacted]

Signature

4/30/2025

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    _____

    _____

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

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.

    ☐ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☐ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. 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

21. 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.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

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

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

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____(name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

_____

Signature

_____

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Katharine Urbati

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: self-employed

Business Address: self employed

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I have been on the current Board of Trustees for years and would like to continue.
   I'm currently on the board.
3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am an accountant and have worked in accounting and auditing. I review all financial dealings surrounding the schools and work on the audit committee.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My roll will be to help develop and approve of the budget for the new school which will include all start-up and building costs.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I have served for years and know the law and landscape of the charter world.

Katharine Urbati

_____

Printed Name

See next page

_____

Signature

_____

Date

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Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Printed Name

Signed by:
[redacted]
362A72064F954BC...

Signature

4/21/2025

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Treasurer; Member of Finance & Audit Committees

12. Please explain why you wish to serve on the board.
    I have been on the Board for years and find it fulfilling. I would like to continue going forward.

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.

    ☐ This does not apply to me. ☒ Yes. (Include description here): NDCS Board

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:
We have all served on the Board together already.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:
Again, being on the Board, I know many of the staff, particularly administrators.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. 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

21. 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 report it to the Board Chair and if found to be true, would insist on immediate termination.
22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
Our mission is to provide students with an opportunity to graduate regardless of who they are.
24. Please explain your understanding of the educational program of the charter school.
It is aligned to DYS Learning Standards. Further there is a complete SEL and CCR program.
25. Please indicate what you believe to be the characteristics of a successful charter school. 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.
Using the CSO's Benchmark the school should have attained all steps. Those benchmarks "approaching" or worse need immediate interventions.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Katharine Urbati (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

[redacted]

Signature

4/21/25

Date

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. Lisa DiGaudio

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: ldigaudio@ndchsqueens.org

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 347-505-9211

Business Address: 242 Hoyt Street Brooklyn, NY 11217

available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X☐ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I am a founding member of New Dawn Charter Schools, serving as the Founding Principal for New Dawn Charter High School from 2012-2019 and Founding Principal for New Dawn Charter High School II from 2019-2021. I am currently serving as the Director of Curriuclum & Instruction for New Dawn Charter Schools.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X☐ I affirm.

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   As the founding administrator for New Dawn Charter Schools, in addition to my educational experience prior to assuming this role, I am well entrenched in the needs of students who are at-risk. The curriculum I have cultivated for our schools is reflective of the community, addresses all of our key design elements, and encourages discourse and reflection after each testing cycle. We have grown a team of professionals that are mission driven and understand what it takes to operate a charter school that serves the at-risk.

   Dr. Asmussen and I have presented at national conferences on alternative accountability. We have worked closely with Mr. David Frank on designing accountability items that are reflective of the at-risk population, which informed the "indicators of distress" that the National Charter School Institute implements in their accountability models. We are currently nominated as Outstanding Leaders in Education for this work.

   In addition to the work that I have accomplished with New Dawn Charter Schools, I actively consult with different entities in their own instructional programming across the country. This has included working with schools in California, Washington, Florida, Texas, and Mississippi. I wrote an innovative framework focused on technology for the state of Mississippi. I also currently advise a STEM charter school in Natchez, Mississippi on their charter operations, curriculum development and implementation and teacher training. Further, I have penned several books with Teacher's Discovery, made podcast appearances with Heidi Hayes Jacobs on curriculum development with Chalk, and wrote several blogs and academic papers focused on alternative accountability and curriculum implementation.

   In my charitable work, I am a founder of The AL2LA Foundation- a non-profit in Alabama in that is focused on preventing suicide among military veterans and other first responders. I facilitated and arranged a four month walk of my co-founder- walking from Weaver, Alabama to Los Angeles, California, where we raised thousands of dollars for the Coast Guard Foundation. My attention to detail, community engagement, and dedication to success laid the groundwork for this mission to grow into a non-profit that will ultimately serve as a TAC for military service members and veterans that are struggling to get help.

   My over 25 years of experience, including my Ph.D. in education policy, provide a foundation of sound decision-making, collaboration, and development of charter schools. I know how schools work and function in the community, and how to development deep partnerships with our district schools and other stakeholders to provide a chance for at-risk youth to graduate and look ahead to life after high school.

commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a founding applicant group member, I know that my role will continue to support curriculum & instruction, recruitment, and community engagement. I will continue to train teachers with the principals on site, and cultivate a community of individuals who are committed to serving at-risk youth. We know that schools require kindness, empathy, consistency, and dedication- especially when growing and getting off the ground. This founding team is a group of professionals that dive and do whatever it takes to promote leadership, develop leadership skills in others, and cultivate growth. The success of our first two schools is a testament to the work we have done over the last thirteen years in New York City.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Dr. Lisa M. DiGaudio
Printed Name

[redacted]
Signature

April 21, 2025
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Nazli Flores

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: nflores@ndchsbrooklyn.org

Home Telephone [redacted]

Home Addres [redacted]

Business Telephone: 347-505-9208

Business Address: 242 Hoyt Street Brooklyn, NY 11217

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   The Leadership Team at New Dawn Charter Schools have been discussing the possibility of expanding outside of New York City and have been looking for areas where our unique education model can benefit the student population and community at large. As the Director of Student Services for Collee and Career Readiness & Internship, I have worked with the rest of the Leadership team to potentially expand into other areas of New York State, especially now that we have successfully developed two schools. I am a firm believer in the mission and vision of New Dawn Charter Schools and am fully invested in giving all students the opportunity to graduate with a high school degree, no matter their background or past experiences, and fully believe we will be able to accomplish this in other parts of the state where our services are needed.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

Similar to the population we serve, I come from a non-traditional background. I have 9 years of experience in the mental health field, where I worked in social service organizations that provide supports to the severely and persistently mentally ill. I have worked as front-line staff and as an administrator in this field, working with the most at-risk adult population in teaching essential life skills, including employment and college & career pathways. I have 6 years of experience in education administration, having started as a Data Specialist in the field, and have knowledge & experience in school data, accountability and compliance.

In my current role as the Director of College & Career Readiness, I oversee the design and implementation of campus-wide college and career readiness frameworks, including career exploration initiatives, internships, the development of the Culinary Arts CTE Program as well as developing strategic partnerships with local colleges , universities and employers in for-profit and not-for-profit workspaces. My work has resulted in gains in student achievement, including graduation rates, FAFSA completion rates & postsecondary enrollment and internship participation. During my role as the Director of College & Career Readiness, I also spearheaded the application for the Culinary Arts CTE program, which has been approved as a NYSED certified CTE program.

My work in developing the Internship Program post the Pandemic (all internships were paused during the pandemic) has also proven to be successful as both NDCHSI and NDCHS II have successful Internship Programs, with partnerships in the community including organizations such as the Salvation Army, Nursing Homes, Doctors Offices, Social Service agencies, Bookstores, Farms, Equestrian Centers as well as small businesses.

I will continue to oversee the design, development of the entire College and Career Readiness structure at NDCHSIII, including the development of CTE programs to ensure that all students leave New Dawn Charter High School III with a clear path.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As one of the members of the Leadership team of New Dawn Charter Schools, I will be available and will step up to support the school's expansion as I fully believe in the mission of New Dawn Charter Schools and am committed to ensuring that every student graduates with a clear path to a successful future – whether that be college, trade schools, military service or direct entry into the workforce. As the Director of Support Services for College & Career Readiness & Internship, I will spearhead the development of the Internship Program at NDCHS III, as well as building the College

Bridges Program, CTE Program in Culinary Arts (this will be the first of many different CTE programs), and the development of the Outreach Program. Additionally, I will work with our Leadership team in the hiring and retention of qualified staff, as well as supporting them with any data and compliance needs, and building out policies and procedures.

I have a strong foundation in program development, data-informed decision making and cross-sector collaboration. I am skilled at managing different systems, supervising teams and fostering relationships that bridge the gap between the workforce development and education with a focus on preparing students not just for graduation, but for a life of opportunity, choice and success. I am looking forward to providing these services to the most at-risk students in the State of New York.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Nazli Flores

Printed Name

[redacted]

Signature

4/21/2025

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    _____

    _____

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

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.

    ☐ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☐ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. 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

21. 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.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

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

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

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____(name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

_____

Signature

_____

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: RONALD TABANO

Proposed Charter School Name: _____

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telephone: 646 993 1850

Business Address: 17 BATTERY PLACE N.Y.C. N.Y. 10004

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☒ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   Currently the Board of Trustees chair of New Dawn Charter Schools and as such we decided to expand.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   The first transfer charter school was a conversion school, and I was the principal that moved Wildcat from a DOE school to a charter school. I have worked in the field of transfer high schools for over 40 years. I have experience in all areas of education and charter schools and bring a wealth of experience and knowledge to the table. This would be the fourth start-up charter school in which I have been actively involved.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I will continue with my roles and responsibilities as the Board chair. I would personally be active in identifying a school building. Otherwise, I would continue overseeing the fiduciary and pedagogical aspects of the school. Having served as the Board chair for 13 years, I fully understand all the responsibilities of being on the Board of Trustees.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Having worked in this field for years, there is nothing else to add. My experience speaks for itself. Thank you.

Ronald J. Tabano
Printed Name

see next page
Signature

4/19/2025
Date

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

RONALD TABANO

Printed Name

[redacted]

4/21/25

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Chair; member of the Executive, Finance, and Audit Committees

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

    I have always served on the Board as the Founding Board Chair. I am very committed to the needs of underserved high school students. We can not afford to ignore this group of students, which has grown since the pandemic. These students deserve the right to an education and I am committed to making sure as many students as possible have this opportunity.

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.

    ☐ This does not apply to me. ☒ Yes. (Include description here): New Dawn Charter Schools.

Conflict of Interest - Proposed Board of Trustees Only

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

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I have been active on this Board for years so we all know each other through our Board relationship.

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

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here: Again, due to the fact I help form the school and have served on the Board, I know all staff and members of the admin team very well. However, all this is through working with the school. Further, there are several old Wildcat employees who have since been hired by New Dawn. Again, these are all professional relationships.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes. I have been on the Board for years so know everyone.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. 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

21. 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.

Following our protocol and procedures, as the Board Chair I would investigate. If it was found to be true that person would either recuse themselves from votes or would be asked to resign. In either instance, the State would be alerted to the situation.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

New Dawn Charter High School III's mission will be to provide over-aged and under-credited students 15-21 years of age, including those who are ELL 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 or access to CTE Program; and 3) College/Trade school enrollment.

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

New Dawn Charter High School III will be based on an all-inclusion program. This means that all students, including students with special needs and students who do not speak English, are all treated the same and all participate in the same classes.

Teachers in the General Education Program use several strategies to ensure this produces the best learning environment for all students.

Not only in ND III an inclusion program, but all students will meet the class and testing requirements to attain a NYS diploma. ND III does not offer BED classes nor credit recovery programs. Students must meet all NYS Education credit, class, and Regents exam requirements.

Students entering ND III will have earned a varying number of credits in disparate subject areas. To accommodate all levels of learners, ND III will function as an ungraded school divided in Advisories, small, heterogeneous learning teams. This model will allow the school to emphasize individualized instruction, intensive case management, interdisciplinary teaching strategies, and cooperative learning—all methods that have proven to help students acquire a deep understanding of key concepts while developing critical work skills including self-direction, perseverance, and commitment to quality. Additionally, ND III teachers will employ innovative classroom techniques such as thematic course units and the integration of instructional technology into the everyday learning environment.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 of Trustees will provide meticulous oversight, as a minimum, in the following areas:

Student Academic Achievement: Pedagogical Staff and leadership will have to present data on a monthly basis that shows academic growth school wide. Data analysis will be used to track individual student achievement so that instruction can be modified where it needs to be.

Fiscal integrity: The school must demonstrate that it can competently and judiciously administer all revenue allocated to the school no matter the source. The school must be able to maintain its fiscal solvency and ensure that appropriate accounting procedures are in place to track revenue and liabilities so that the school can maintain clean year end audits.

Operation Fluency: The school must be able to successfully manage administrative requirements set forth by NYSED and the DOE where appropriate. This includes reporting as required to various agencies, managwement of professional and support staff, maintenance of facilities, oversight and facilitation of food service and transportation programs, and the successful management of human resource programs and benefits.

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STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Ronald J. Tabano (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

[redacted]

Signature

4/21/2025

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Sara M. Asmussen

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: sasmussen@ndchsbrooklyn.org

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 347-505-9102

Business Address: NDCS, 242 Hoyt Street, Brooklyn, NY 11217

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   Currently working at New Dawn Charter Schools and as such we decided to expand.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I started with Beginning with Children Foundation with Joe and Carol Reich, as the Director of Research working at both their schools in 2000. From there I moved to Director of Compliance at John V. Lindsay Wildcat Academy Charter School where I worked until writing the charter for New Dawn Charter High School which opened in 2012 where I started the school as the Executive Director. Since that time, we opened a second school in 2019 (just in time for the pandemic), New Dawn Charter High School II in Jamaica, Queens. NDCHS has received 2 full-term charter renewals while NDCHS II has received 1 full-term charter renewal. New Dawn Charter Schools was formed when Queens opened. During my tenure at New Dawn, I have steered the school through the pandemic, having virtual instruction up and running within 5 days of the schools being closed, have moved the school twice, obtained a $21M bond, renovated the Brooklyn school, am renovating the kitchen currently in Queens, started the CTE in Culinary Arts at both schools, and worked through a condo agreement with the landlord in Queens. I am well versed in invoicing, state grants, and federal grants, including CSP funding, Title, and ESSER funds. New Dawn currently holds a flow through federal grant with the state (Stronger Connections) and two large federal grants, one from the DOE and one from Department of Justice. I have identified space both temporary and permanent, convinced financial institutions to loan New Dawn money without a Standard & Poor's rating, consistently submitted all reports and paperwork (full understanding of the importance of compliance) and worked closely with the State on a variety of projects. I have been personally involved with RAPSA and A-Game to develop alternative outcome measures for non-traditional schools (specifically transfer schools in NYC). I have been involved in the hands-on start-up of both schools, ordering texts, furniture, technology, as well as hiring the entire staff. For years I developed and managed all the budgets myself and ran the HR department. I have done everything in a charter school but teach—although I have taught 4th grade and college at other places.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I started New Dawn and as such I am completely committed to developing more programs for students who are having trouble with traditional schools and/or who have already dropped out. Further, with the emerging immigrant growth, it is more important than ever for students for whom English is not their first language have access to a rigorous education that leads to employment. I've been committed to this for 18 years and will continue to be. As a vocational technical student myself (after 10th grade I never attended high school for a full day but worked in a variety of jobs in the afternoon), I fully understand the importance of CTE programs, the doors they can open, and the skills that are acquired through participation. It is our goal to provide more CTE programs to students who do not want college immediately upon graduation, if ever.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Having worked in this field for years, there is nothing else to add. My experience speaks for itself. Thank you.

Sara M. Asmussen
Printed Name

[redacted]
Signature

4/19/2025
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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 are 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Steve Ramkissoon

Proposed Charter School Name: New Dawn Charter High School III

E-Mail Address: SRamkissoon@NDCHSBrooklyn.org

Home Telephone: [redacted]

Home Address: [redacted]

Business Telephone: 347-505-9110

Business Address: 242 Hoyt Street, Brooklyn, NY 11217

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I joined New Dawn Charter Schools 6yrs ago and continue to serve as their Director of Finance & Human Resources over both schools (NDCHS & NDCHSII) about 4yrs ago we floated out the idea of opening up another school but wanted to make sure we had our Queens location which opened in 2019 up and running successfully before venturing onto another. Both our current schools have received their charter renewals which indicate that our policies and processes are working successfully, hence we are ready to begin the journey of opening our next school, following the roadmap of the past two.

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

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I am an accomplished, versatile and results-driven professional with over 25yrs of experience overseeing Finance, Human Resources and Operations in not only an Educational environment, but also in Engineering, Telecom and Construction industries.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I will continue in my current capacity to oversee the Finance & Human Resources departments at both our current locations (Brooklyn & Queens), in addition to this new location. Bringing my knowledge and enthusiasm which has served to ensure we have always passed with flying colors our financial audits along our quarterly and annual compliance reporting for a Bond we acquired to purchase our Brooklyn location. In addition to ensuring our day-to-day operations align and stay on track with our annual budgeted numbers.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   My professional experience of 25yrs has spanned both the corporate and not-for-profit sectors which has allowed me to pivot as needed to ensure that my responsibilities align with the mission and financial responsibilities of the organization. I have also taken a number of classes and certification programs that specifically relate to organization growth and change management, which has been useful in landscaping responsibilities along with holding hands as growth and opportunities occurs within an organization.

Steve Ramkissoon
Printed Name

[redacted]

4/21/25
Date

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

3035250 3243050 0.007985

New Dawn Charter High School III

Contact Name:	Sara M. Asmussen, Ph.D.
Contact Email:	sasmussen@ndchsbrooklyn.org
Contact Phone:	317-505-9102
District of Location	Newburgh City School District
	Examples
Pre-Opening Period	January 1, 2026 to June 30, 2026
Operational Year ONE	July 1, 2026 to June 30, 2027

New Dawn Charter High School III
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2026 to June 30, 2026

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	**750,000**	
Total Expenses	**629,471**	
Net Income	**120,529**	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	Students will start during the first year starting September 1, 2026

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	20,235	No funding until students enroll in September 2026.
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		Once students are enrolled
Title I		Once students are enrolled
Title Funding - Other		- Once students are enrolled
School Food Service (Free Lunch)		- Once students are enrolled
Grants		
Charter School Program (CSP) Planning & Implementation		Will apply for CSP and if awarded will use CSP funding instead of loan from NDCS.
Other		-
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		-
Erate Reimbursement		- E rate is available once students are enrolled. It will be used then.
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		- Once students are enrolled
Text Book		- Once students are enrolled
OTHER		750,000 In the event CSP is not available, ND II will loan NDCHS III the money. See Attachment 6b Attachments and Attachment 10 for proof of financial ability.
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		750,000
TOTAL REVENUE		**750,000**

	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management			Included in Management Contract; see attachments 6a & 6b.
Instructional Management	0.42	50,400	Principal will start in February 2026, full-time for 5 months (41.7%) an annual salary of $120,000; staffing table III.C.1 pages 59-60
Deans, Directors & Coordinators			Dean will start in July 2026 for training for a full-time salary of $85,000, page 59-60
CFO / Director of Finance	-	-	Included in Management Contract; see attachments 6a & 6b.
Operation / Business Manager	0.42	23,100	Office Manager will start in 2/2026 full-time salary of $55,000*.42 FTE each for recruitment and community work; pages 59-60
Administrative Staff	0.42	23,100	Parent Coordinator will start in 2/2026 full-time salary of $55,000*.42 FTE each for recruitment and community work, pages 59-60
TOTAL ADMINISTRATIVE STAFF	1.26	96,600	
INSTRUCTIONAL PERSONNEL COSTS			All teachers will be hired under year 1 Budget for training July-August and teaching September through June
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides	-	-	
Therapists & Counselors			
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
L brarian	-	-	
Custodian	-	-	Included in facilities costs
Security	-	-	Included in facilities costs
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.26	96,600	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		9,660	$96,600 at an estimated 10% payroll tax
Fringe / Employee Benefits		19,320	$96,600 at an estimated 20% payroll tax
Retirement / Pension		1,932	$96,600 at an estimated 2% retirement
TOTAL PAYROLL TAXES AND BENEFITS		30,912	
TOTAL PERSONNEL SERVICE COSTS	1.26	127,512	
CONTRACTED SERVICES			
Accounting / Audit		-	All Staff listed above will be put on NDCS payroll at no cost to the school until the school is open for operations. Accountant included in contract
Legal		15,000	NDCHS III will function under NDCS 501©3. These costs will be for reviewing the lease and for reviewing policies & Procedures
Management/Company Fee		81,445	7 staff working 7 days a month for 6 months as per contract. See attachments 6a and 6b; pages 59-60
Nurse Services		-	N/A
Food Service / School Lunch		-	N/A
Payroll Services		-	Staff will be on the NDCS payroll at no cost for the start-up
Special Ed Services		-	Included in Management Contract; see attachments 6a & 6b.
Titlement Services (i.e. Title I)		-	N/A
Other Purchased / Professional / Consulting		-	N/A
TOTAL CONTRACTED SERVICES		96,445	
SCHOOL OPERATIONS			
Board Expenses		-	N/A, NDCS will cover these costs for the start-up period
Classroom / Teaching Supplies & Materials		20,000	Basic start-up costs for NDCHS II cost accounting for inflation; pages 76-77
Special Ed Supplies & Materials		-	included in line 109
Textbooks / Workbooks		-	included in line 109
Supplies & Materials other		2,000	Basic supplies for office staff
Equipment / Furniture		$70,000	Enough to outfit 7 classrooms x $10,000 including teacher furniture; Attachment 11 Pre-Opening Plan

Telephone	5,200	Phone set up for 26 staff @ $200; Attachment 11: Pre-Opening Plan
Technology	120,000	Hardware, software, wiring based on ND II costs with inflation included; pages 6, 7, 19-20, 50, 82. Attachment 11
Student Testing & Assessment	-	Will purchases in year 1
Field Trips	-	N/A
Transportation (student)	-	N/A
Student Services - other	-	
Office Expense	2,000	$1,000 for two months
Staff Development		
Staff Recruitment	5,000	Posting jobs in various locations; page 64
Student Recruitment / Marketing	10,000	Various supplies, food, and postings in various locations; pages 12-14, 17, 21-22, Attachment 11
School Meals / Lunch	-	N/A
Travel (Staff)	8,064	$48 round trip x 7 NDCS staff x 4X month x 6 months. NDCS staff traveling to Newburgh to open school; page 16
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	242,264	
FACILITY OPERATION & MAINTENANCE		
Insurance	7,000	Downpayment on Insurance policies for year 1; D&O covered by NDCS Network for these three months; page 75
Janitorial	-	Contracted services
Building and Land Rent / Lease	33,750	27,000 square feet @ $15 for 1 month; page 19; 73-75, 82-83; Attachment 11
Repairs & Maintenance	-	
Equipment / Furniture	-	Included above
Security	112,500	2 months security on building. Monthly rent $56,250 X 2 months
Utilities	10,000	$10,000 month 1 months, Attachment 11
TOTAL FACILITY OPERATION & MAINTENANCE	163,250	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**629,471**	
NET INCOME	**120,529**	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

New Dawn Charter High School III

PROJECTED CASH FLOW FOR PRE-OPENING PERIOD

January 1, 2026 to June 30, 2026

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

January 1, 2026 to June 30, 2026

* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year

	January	February	March	April	May	June	TOTAL	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	750,000	-	-	-	-	-	750,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	16,168	43,671	43,671	49,337	79,087	397,537	629,471	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	733,832	(43,671)	(43,671)	(49,337)	(79,087)	(397,537)	120,529	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	733,832	690,161	646,491	597,153	518,066	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	733,832	690,161	646,491	597,153	518,066	120,529	120,529	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE																				
REVENUES FROM STATE SOURCES																				
Per Pupil Revenue																				
District of Location	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants																				
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	750,000						750,000	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	750,000	-	-	-	-	-	750,000	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	750,000	-	-	-	-	-	750,000	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSES																				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions																			
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	10,080	10,080	10,080	10,080	50,400	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	4,620	4,620	4,620	4,620	23,100	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	4,620	4,620	4,620	4,620	23,100	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	19,320	19,320	19,320	19,320	96,600	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	19,320	19,320	19,320	19,320	96,600	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS																				
Payroll Taxes		-	1,932	1,932	1,932	1,932	9,660	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	3,864	3,864	3,864	3,864	19,320	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	386	386	386	386	1,932	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	6,182	6,182	6,182	6,182	30,912	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	25,502	25,502	25,502	25,502	127,512	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES																				
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	5,000	5,000	5,000	15,000	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee (Network fee)		13,574	13,574	13,574	13,574	13,574	13,574	81,445	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	13,574	13,574	13,574	18,574	18,574	18,574	96,445	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS																							
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	10,000	10,000	20,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	667	667	667	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	$70,000	70,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	5,200	5,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	20,000	100,000	120,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	1,000	1,000	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	1,250	1,250	1,250	1,250	-	-	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	2,000	2,000	2,000	2,000	2,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	1,344	1,344	1,344	1,344	1,344	1,344	8,064	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	2,594	4,594	4,594	5,261	35,011	190,211	242,264	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE																							
Insurance	-	-	-	-	-	7,000	7,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	33,750	33,750	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	112,500	112,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	163,250	163,250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**16,168**	**43,671**	**43,671**	**49,337**	**79,087**	**397,537**	**629,471**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**733,832**	**(43,671)**	**(43,671)**	**(49,337)**	**(79,087)**	**(397,537)**	**120,529**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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																							
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**733,832**	**(43,671)**	**(43,671)**	**(49,337)**	**(79,087)**	**(397,537)**	**120,529**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	733,832	690,161	646,491	597,153	518,066	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**733,832**	**690,161**	**646,491**	**597,153**	**518,066**	**120,529**	**120,529**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

New Dawn Charter High School III
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2026 to June 30, 2027

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue		**4,435,131**	**243,240**	-	-	-	**4,678,371**
Total Expenses		**4,270,099**	**233,005**	-	-	-	**4,503,104**
Net Income		**165,033**	**10,235**	-	-	-	**175,268**
Actual Student Enrollment		**130**	**20**				**150**
Total Paid Student Enrollment		**130**	**20**				**150**

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	Assumptions
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
District of Location	20,235	3,035,250		-	-	-	3,035,250	pages 20, 24-25, Attachment 1: Pre-Opening Plan
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		3,035,250	-	-	-	-	3,035,250	
Special Education Revenue		-	207,800	-	-	-	207,800	Calculated at $10,390 per 20 students. We expect to have closer to 40 students, but for budgeting
Grants								
Stimulus		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,035,250	207,800	-	-	-	3,243,050	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	25,600	-	-	-	25,600	$1,280 X 20 students
Title I		55,250	8,500	-	-	-	63,750	Assume 85% poverty rate @ $500 per pupil,
Title Funding - Other		8,710	1,340	-	-	-	10,050	Assume $67 per student
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		63,960	35,440	-	-	-	99,400	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		10,500	-	-	-	-	10,500	This is the usual amount all our schools have incoming from donations. OPEN Impact has already guarenteed this much.
Erate Reimbursement		20,000	-	-	-	-	20,000	Estimated based on ND II costs
Interest Income, Earnings on Investments,		-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Food Service (Income from meals)		184,892	-	-	-	-	184,892	Estimated $7 per student per 180 days. Page 75, Attachment 11: Pre-Opening Plan
Text Book		-	-	-	-	-	-	
OTHER		1,120,529	-	-	-	-	1,120,529	$1,000,000 loan from ND II, see Attachments 6b & Attachment 10, $120,529 rollover from Pre-opening
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,335,921	-	-	-	-	1,335,921	
TOTAL REVENUE		**4,435,131**	**243,240**	-	-	-	**4,678,371**	

								List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-	-	-	-	-	-	-	Staffing table III.C.1, pages 59-60, 10.5 mnths page 53, staffing pages 53-55, Attachment
Instructional Management	1.00	120,000		-	-	-	120,000	Included in Management Contract; see attachments 6a & 6b; page 61
Deans, Directors & Coordinators	3.00	170,000	85,000	-	-	-	255,000	Principal hired in planning year, works 12 months; Staffing table III.C.1, pages 59-60, 10.5 mnths page 53, staffing pages 53-55, Attachment 8a & 11
CFO / Director of Finance	-			-		-	-	Dean, CCR Lead, SPED Coordinator all work 12 months for training. Staffing table III.C.1, pages 59-60, 10.5 mnths page 53, staffing pages 53-55, Attachment 8a & 11
Operation / Business Manager	2.00	115,000	-	-	-	-	115,000	Included in Management Contract; see attachments 6a & 6b; page 61
Administrative Staff	2.00	100,000	-	-	-	-	100,000	Office Manager & Facilities Manager work 12 months to get school set up. Staffing table III.C.1, pages 59-60, 10.5 mnths page 53, staffing pages 53-55, Attachment 8a & 11
TOTAL ADMINISTRATIVE STAFF	8.00	505,000	85,000	-	-	-	590,000	Parent Coordinator; General Aide work 12 months for recruitment and enrollment, Staffing table III.C.1, pages 59-60, 10.5 mnths page 53, staffing pages 53-55, Attachment
INSTRUCTIONAL PERSONNEL COSTS								All Staff: Staffing table III.C.1, pages 59-60, 10.5 mnths page 53, staffing pages 53-55, Attachment 8a & 11
Teachers - Regular	5.00	319,375	-	-	-	-	319,375	5 teachers X $73,000 @ 10.5 months (August 15 hire)
Teachers - SPED	2.00		127,750	-	-		127,750	2 teachers X $73,000 @ 10.5 months (August 15 hire)
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	1.00	39,375	-	-	-	-	39,375	1 aspiring teachers X $45,000 @ 10.5 months (August 15 hire)
Specialty Teachers	3.50	223,563	-	-	-	-	223,563	3.5 teachers X $73,000 @ 10.5 months (August 15 hire)
Aides	-		-	-	-	-	-	
Therapists & Counselors	3.00	196,875				-	196,875	3 Counselors X $73,000 @ 10.5 months (August 15 hire)
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	14.50	779,188	127,750	-	-	-	906,938	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
L brarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	0.50	30,000	-	-	-	-	30,000	Outreach Worker @$60,000 will be hired in January.
TOTAL NON-INSTRUCTIONAL	0.50	30,000	-	-	-	-	30,000	
SUBTOTAL PERSONNEL SERVICE COSTS	23.00	1,314,188	212,750	-	-	-	1,526,938	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		152,694	-	-	-	-	152,694	Taxes estimated at 10%
Fringe / Employee Benefits		348,388	6,000	-	-	-	354,388	Benefits 20%, Incentives $2,000 per staff, 3 SPED teacher Incentive charged to SPED; page 5, Incentive page 52, 65.
Retirement / Pension		26,284	4,255	-	-	-	30,539	Retirement @ 2%
TOTAL PAYROLL TAXES AND BENEFITS		527,365	10,255	-	-	-	537,620	
TOTAL PERSONNEL SERVICE COSTS	23.00	1,841,553	223,005	-	-	-	2,064,558	
CONTRACTED SERVICES								
Accounting / Audit		97,000	-	-	-	-	97,000	$85,000, $12,000 audit; pages 80-81
Legal		20,000	-	-	-	-	20,000	Estimated for reviewing lease, 501(c)3 will be under NDCS Network
Management Company Fee		100,000	-	-	-	-	100,000	Appendix E: Business Plan; 1//3 of salary.
Nurse Services		75,000	-	-	-	-	75,000	page 75
Food Service / School Lunch			-	-	-	-	-	
Payroll Services		15,000	-	-	-	-	15,000	Contract with Paylocity
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		50,000	-	-	-	-	50,000	PD pages 6, 7, 68-69
TOTAL CONTRACTED SERVICES		357,000	-	-	-	-	357,000	
SCHOOL OPERATIONS								
Board Expenses		1,500	-	-	-	-	1,500	pagae 26 & 59; $42 a month; $1,000 for training
Classroom / Teaching Supplies & Materials		30,000	-	-	-	-	30,000	$3,000 month X 10 months; pages 76-77
Special Ed Supplies & Materials		-	10,000	-	-	-	10,000	$500 per student; pages 32-33
Textbooks / Workbooks		30,000	-	-	-	-	30,000	$200 per student; pages 32-33
Supplies & Materials other		25,000	-	-	-	-	25,000	$1,724 X 14.5 teachers; pages 32-33, 48-49
Equipment / Furniture		100,000	-	-	-	-	100,000	10 classrooms X $10,000 for 2027-2028 school year; apge 82
Telephone		2,400	-	-	-	-	2,400	Attachment 11: Pre-Opening plan
Technology		53,360	-	-	-	-	53,360	Software platforms, Chalk page 7, 8, 30; web presence pages 19-20; Jupiter pages 50 & 82; 150 students @ $300 technology = $45,000; laptop carts
Student Testing & Assessment		25,000	-	-	-	-	25,000	Various diagnostic and placement tests; $167 per student: Meyer Briggs, READ/Math 180, IXL, Intellispark, SLO, pages 6; career placement tests, page 7, 9, 37-39, 42-44, 51,
Field Trips		10,000	-	-	-	-	10,000	4 trips X $2,500
Transportation (student)		220,000	-	-	-	-	220,000	Busses; $110,000 per bus; page 76
Student Services - other		11,250	-	-	-	-	11,250	$75 per student for extras (hygiene, food, McKinney Vento, etc.)

Office Expense	20,000	-	-	-	-	20,000	$2,000 X 10 months
Staff Development	39,000	-	-	-	-	39,000	PD over the year; pages 5, 8; coaches page 31; PD pages 37, 65, 68-69
Staff Recruitment	12,000	-	-	-	-	12,000	page 64
Student Recruitment / Marketing	15,000	-	-	-	-	15,000	Outreach page 12-14, 17, 21, 22
School Meals / Lunch	184,892	-	-	-	-	184,892	$7 per student X 180 day; page 76
Travel (Staff)	31,200	-	-	-	-	31,200	Conferences; to Newburgh pages 16, 19-20
Fundraising	-	-	-	-	-	-	
Other	27,500	-	-	-	-	27,500	Training ART, PBIS, mentoring, page 7, trauma informed practices page 10. 12, 27, 29, 33 34, 36, 40. 48-50
TOTAL SCHOOL OPERATIONS	838,102	10,000	-	-	-	848,102	
				-			
FACILITY OPERATION & MAINTENANCE							
Insurance	75,000	-	-	-	-	75,000	page 75
Janitorial	158,800	-	-	-	-	158,800	page 77 contract based on ND II
Building and Land Rent / Lease	405,048	-	-	-	-	405,048	$33,750 X 12; pages 19, 73-75, 82-83
Repairs & Maintenance	200,000	-	-	-	-	200,000	Estimated for general rehab, wiring, etc.
Equipment / Furniture	25,000	-	-	-	-	25,000	pages 76-77
Security	181,596	-	-	-	-	181,596	Contract based on ND II costs; pages 76-77
Utilities	138,000	-	-	-	-	138,000	Estimated $11,500 month; Attachment 11
TOTAL FACILITY OPERATION & MAINTENANCE	1,183,444	-	-	-	-	1,183,444	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	50,000	-	-	-	-	50,000	
TOTAL EXPENSES	**4,270,099**	**233,005**	-	-	-	**4,503,104**	
NET INCOME	**165,033**	**10,235**	-	-	-	**175,268**	

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
Newburgh Extended School District	130	20		150
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**130**	**20**	-	**150**
REVENUE PER PUPIL	**34,116**	**12,162**	-	**31,189**
EXPENSES PER PUPIL	**32,847**	**11,650**	-	**30,021**

New Dawn Charter High School III
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS

July 1, 20XX to June 30, 20XX

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		######	10,500	835,652	18,489	33,249	855,652	18,489	18,489	835,652	77,529	18,489	835,652	4,678,371
Total Expenses		537,857	292,857	357,012	336,096	333,596	335,596	378,001	339,696	345,251	337,446	341,501	568,196	4,503,104
Net Income		582,672	(282,357)	478,639	(317,606)	(300,346)	520,056	(359,512)	(321,206)	490,401	(259,916)	(323,012)	267,456	175,268
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	582,672	300,315	778,954	461,348	161,002	681,058	321,546	339	490,740	230,823	(92,189)	-
Net Income		582,672	300,315	778,954	461,348	161,002	681,058	321,546	339	490,740	230,823	(92,189)	175,267	175,268

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

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
Newburgh Extended School District	-	-	-	758,813	-	-	758,813	-	-	758,813	-		758,813	3,035,250
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	758,813	-	-	758,813	-	-	758,813	-	-	758,813	3,035,250
Special Education Revenue		-	-	51,950	-	-	51,950	-	-	51,950	-	-	51,950	207,800
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	810,763	-	-	810,763	-	-	810,763	-	-	810,763	3,243,050
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	6,400	-	-	6,400	-	-	6,400	-	-	6,400	25,600
Title I		-	-	-	-	12,750	-	-	-	-	51,000	-	-	63,750
Title Funding - Other		-	-	-	-	2,010	-	-	-	-	8,040	-	-	10,050
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	6,400	-	14,760	6,400	-	-	6,400	59,040	-	6,400	99,400
LOCAL and OTHER REVENUE														
Contributions and Donations, Fundraising		-	10,500	-	-	-	-	-	-	-	-	-	-	10,500
Erate Reimbursement		-	-	-	-	-	20,000	-	-	-	-	-	-	20,000
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	184,892
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		1,120,529	-	-	-	-	-	-	-	-	-	-	-	1,120,529
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,120,529	10,500	18,489	18,489	18,489	38,489	18,489	18,489	18,489	18,489	18,489	18,489	1,335,921
TOTAL REVENUE		**1,120,529**	**10,500**	**835,652**	**18,489**	**33,249**	**855,652**	**18,489**	**18,489**	**835,652**	**77,529**	**18,489**	**835,652**	**4,678,371**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Deans, Directors & Coordinators	-	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	255,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000
Administrative Staff	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
TOTAL ADMINISTRATIVE STAFF	-	49,167	49,167	49,167	49,167	49,167	49,167	49,167	49,167	49,167	49,167	49,167	49,167	590,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	31,938	31,938	31,938	31,938	31,938	31,938	31,938	31,938	31,938	31,938	319,375
Teachers - SPED	-	-	-	12,775	12,775	12,775	12,775	12,775	12,775	12,775	12,775	12,775	12,775	127,750
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	3,938	3,938	3,938	3,938	3,938	3,938	3,938	3,938	3,938	3,938	39,375
Specialty Teachers	-	-	-	22,356	22,356	22,356	22,356	22,356	22,356	22,356	22,356	22,356	22,356	223,563
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	19,688	19,688	19,688	19,688	19,688	19,688	19,688	19,688	19,688	19,688	196,875
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	90,694	90,694	90,694	90,694	90,694	90,694	90,694	90,694	90,694	90,694	906,938
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-		-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000

SUBTOTAL PERSONNEL SERVICE COSTS	-	49,167	49,167	139,860	139,860	139,860	139,860	144,860	144,860	144,860	144,860	144,860	144,860	1,526,938
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		4,917	4,917	13,986	13,986	13,986	13,986	14,486	14,486	14,486	14,486	14,486	14,486	152,694
Fringe / Employee Benefits		9,833	9,833	27,972	27,972	27,972	27,972	28,972	28,972	28,972	28,972	28,972	77,972	354,388
Retirement / Pension		983	983	2,797	2,797	2,797	2,797	2,897	2,897	2,897	2,897	2,897	2,897	30,539
TOTAL PAYROLL TAXES AND BENEFITS		15,733	15,733	44,755	44,755	44,755	44,755	46,355	46,355	46,355	46,355	46,355	95,355	537,620
TOTAL PERSONNEL SERVICE COSTS	-	64,900	64,900	184,616	184,616	184,616	184,616	191,216	191,216	191,216	191,216	191,216	240,216	2,064,558
CONTRACTED SERVICES														
Accounting / Audit		7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	19,083	97,000
Legal		5,000	5,000	5,000	-	-	-	-	-	-	-		5,000	20,000
Management Company Fee		-	-	-		-	-	-	-	-		-	100,000	100,000
Nurse Services		-	-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	10,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	8,000	50,000
TOTAL CONTRACTED SERVICES		13,333	23,333	24,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	15,833	140,833	357,000
SCHOOL OPERATIONS														
Board Expenses		125	125	125	125	125	125	125	125	125	125	125	125	1,500
Classroom / Teaching Supplies & Materials		5,000	5,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	1,500	1,500	3,000	30,000
Special Ed Supplies & Materials		-	5,000	500	500	500	500	500	500	500	500	500	500	10,000
Textbooks / Workbooks		5,000	15,000	-	-	-	-	10,000	-	-	-	-	-	30,000
Supplies & Materials other		5,000	15,000	500	500	500	500	500	500	500	500	500	500	25,000
Equipment / Furniture		33,333	33,333	16,667	-	-	-	5,556	-	5,556	-	5,556	-	100,000
Telephone		200	200	200	200	200	200	200	200	200	200	200	200	2,400
Technology		17,787	17,787	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	53,360
Student Testing & Assessment		15,000	5,000	-	-	-	-	5,000	-	-	-	-	-	25,000
Field Trips		-	-	-	2,500	-	-	2,500	-	-	-	2,500	2,500	10,000
Transportation (student)		-	-	22,000	22,000	22,000	22,000	22,000	22,000	22,000	22,000	22,000	22,000	220,000
Student Services - other		-	-	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	11,250
Office Expense		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Staff Development		-	15,000		1,750	1,750	1,750	10,000	1,750	1,750	-	-	5,250	39,000
Staff Recruitment		4,000	4,000	2,000	500	500	500	-	-	-	-	-	500	12,000
Student Recruitment / Marketing		4,000	4,000	2,000	-	-	2,000	2,000	-	-	-	-	1,000	15,000
School Meals / Lunch		-	-	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	184,892
Travel (Staff)		2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	31,200
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	27,500
TOTAL SCHOOL OPERATIONS		96,003	126,003	73,943	58,026	55,526	57,526	88,332	55,026	60,582	52,776	60,832	63,526	848,102
FACILITY OPERATION & MAINTENANCE														
Insurance		75,000	-	-	-	-	-	-	-	-	-	-	-	75,000
Janitorial		13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	13,233	158,800
Building and Land Rent / Lease		33,754	33,754	33,754	33,754	33,754	33,754	33,754	33,754	33,754	33,754	33,754	33,754	405,048
Repairs & Maintenance		200,000	-	-	-	-	-	-	-	-	-	-	-	200,000
Equipment / Furniture		15,000	5,000	-	-	-	-	5,000	-	-	-	-	-	25,000
Security		15,133	15,133	15,133	15,133	15,133	15,133	15,133	15,133	15,133	15,133	15,133	15,133	181,596
Utilities		11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	138,000
TOTAL FACILITY OPERATION & MAINTENANCE		363,620	78,620	73,620	73,620	73,620	73,620	78,620	73,620	73,620	73,620	73,620	73,620	1,183,444
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	50,000	50,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		**537,857**	**292,857**	**357,012**	**336,096**	**333,596**	**335,596**	**378,001**	**339,696**	**345,251**	**337,446**	**341,501**	**568,196**	4,503,104
NET INCOME		**582,672**	**(282,357)**	**478,639**	**(317,606)**	**(300,346)**	**520,056**	**(359,512)**	**(321,206)**	**490,401**	**(259,916)**	**(323,012)**	**267,456**	**175,268**
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		**582,672**	**(282,357)**	**478,639**	**(317,606)**	**(300,346)**	**520,056**	**(359,512)**	**(321,206)**	**490,401**	**(259,916)**	**(323,012)**	**267,456**	**175,268**
Beginning Cash Balance			582,672	300,315	778,954	461,348	161,002	681,058	321,546	339	490,740	230,823	(92,189)	-
ENDING CASH BALANCE		**582,672**	**300,315**	**778,954**	**461,348**	**161,002**	**681,058**	**321,546**	**339**	**490,740**	**230,823**	**(92,189)**	**175,267**	**175,268**

New Dawn Charter High School III
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue		**4,678,371**	**6,693,118**	**8,023,731**	**8,935,317**	**9,179,706**
Total Expenses		**4,503,104**	**6,416,042**	**7,979,387**	**8,844,606**	**9,144,151**
Net Income (Before Cash Flow Adjustments)		**175,268**	**277,076**	**44,343**	**90,711**	**35,555**
Actual Student Enrollment		**150**	**240**	**325**	**350**	**350**
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2026-2027	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**3.0%**	**3.0%**	**3.0%**	**3.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
Newburgh Extended City School District	20,235	3,035,250	5,002,092	6,970,958	7,719,653	7,951,242
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		3,035,250	5,002,092	6,970,958	7,719,653	7,951,242
Special Education Revenue		207,800	311,700	415,600	519,500	519,500
Grants						
Stimulus		-	-	-	-	-
District per pupil $1,000 based on prior year.		-	150,000	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,243,050	5,463,792	7,386,558	8,239,153	8,470,742
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		25,600	38,400	51,200	64,000	76,800
Title I		63,750	99,600	134,875	145,250	145,250
Title Funding - Other		10,050	10,000	15,000	20,000	20,000
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		99,400	148,000	201,075	229,250	242,050
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		10,500	10,500	10,500	10,500	10,500
Erate Reimbursement		20,000	25,000	25,000	25,000	25,000
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Food Service (Income from meals)		184,892	295,826	400,598	431,414	431,414
Text Book		-	-	-	-	-
OTHER		1,120,529	750,000	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,335,921	1,081,326	436,098	466,914	466,914
TOTAL REVENUE		**4,678,371**	**6,693,118**	**8,023,731**	**8,935,317**	**9,179,706**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

In line 178 below we have money saved for emergencies, like paying off the loan, building issues, or any other emergency

Assumption: per pupil will increase 3% every year.
pages 20, 24-25, Attachment 1: Pre-Opening Plan

Calculated at $10,390 per 20 students yr 1. Yr 2 30. yr 3: 40, Yr 4: 50, Yr 5: 60 SPED students : pages 11-12

We know this will be available in Year 2 but not sure if it is available after this. It is the $1,000 per pupil from the District for the prior year.

$1,280 X 20 students; yr 2: 30, yr 3: 40, yr 4; 50, yr 5: 60 SPED
Assume 85% poverty rate @ $500 per pupil,
Estimated from past experience.

Starting in year 3 it is contributions plus money for senior dues.

Estimated at $7 per student X 180 days

Loan from ND II. Please see Attachment 6b Attachments for loan document; Attachment 10 for proof of ability to loan. Yr 1: rollover from pre-opening period included here to be consistent with Year 1 budget; all other years rollovers are included in line 178 below.

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

Assumption for all staff: 3% raise every year
Please refer back to year 1 for page numbers

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	**No. of Positions**						
Executive Management		-	-	-	-	-	Included in NDCS Network contract, see Attachments 6b and 6b; Business Plan & attachments
Instructional Management	1.00	120,000	123,600	127,308	131,127	135,061	Principal; attachment 5a
Deans, Directors & Coordinators	3.00	255,000	262,650	270,530	278,645	287,005	Dean, CCR Lead, School-Based SPED Coordinator @ $85,000 in Yr1 and work 12 months for training. No increase in staffing over the years
CFO / Director of Finance	-	-	-	-	-	-	Included in NDCS Network contract, see Attachments 6b and 6b; Business Plan & attachments
Operation / Business Manager	2.00	115,000	118,450	122,004	125,664	129,434	Office Manager @ $55,000 and Facilities Manager @ $60,000; work 12 months. No increase over the years
Administrative Staff	2.00	100,000	103,000	151,090	155,623	160,291	Yr 1: Parent Coordinator @$55,000 & General Aide @$45,000; Yr3: add 1
TOTAL ADMINISTRATIVE STAFF	8.00	590,000	607,700	670,931	691,059	711,791	
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**						3% annual raise; most teachers work 10.5 months Year 1, then 12 months all other yrs. Teacher salaries are estimated at $73,000. Newburgh shows a range from $44,000 to $105,000 with an average of $72,000.
Teachers - Regular	5.0	319,375	676,710	697,011	717,922	739,459	Yr 1: works 10.5 months @$73,000, 5 core Content (2 SS, 1 ELA, 1 Math, 1 Science); Yr 2: add 4 content (ELA, Global, Math, Science). 9 core content teachers years 2 thru 5.
Teachers - SPED	2.0	127,750	131,583	232,140	318,280	327,828	Yr 1: works 10.5 months @$73,000, 2 SPED; Yr 3: add 1 SPED = 3; Yr 4: add 1 SPED for a total of 4 SPED thru year 5
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	1.0	39,375	145,000	149,350	153,831	158,445	Yr 1: Aspiring teacher @$45,000 works 10.5 months in classrooms; Year 2: add 2 CTE Ass't Teachers @$50,000; total of 3
Specialty Teachers	3.5	223,563	451,140	619,040	637,611	656,740	Yr 1: Works 10.5 months @$73,000, ELL and PE Teachers full-time, LOTE and Art are part-time (.5 FTE each), 1 CTE Teacher hired in January=3.5 FTE (5 staff); Yr 2: LOTE & Art go full-time, add 1 CTE Teacher=6; Yr3: add ELL and CTE teacher=8; Yr4=8; Yr5=8.
Aides		-	-	-	-	-	
Therapists & Counselors	3.0	196,875	309,000	397,500	490,500	505,215	Yr 1: works 10.5 months @$75,000, 2 counselors & 1 Guidance Counselor=3; Yr 2: add Behavior Specialist @$75,000 = 4; Yr3: add 1 counselor = 5; Yr4 add 1 counselor = 6 staff thru Yr 5.
Other	0.0		140,000	144,200	148,526	152,982	Internship Program starts in Yr 2 with 2 Internship Coordinators; total of 2 thru Yr 5.
TOTAL INSTRUCTIONAL	14.50	906,938	1,853,433	2,239,241	2,466,669	2,540,669	
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of**						
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	0.50	30,000	61,800	63,654	65,564	67,531	Outreachworker hired in January to go into the community and meet with students
TOTAL NON-INSTRUCTIONAL	0.50	30,000	61,800	63,654	65,564	67,531	
SUBTOTAL PERSONNEL SERVICE COSTS	23.00	1,526,938	2,522,933	2,973,826	3,223,292	3,319,991	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		152,694	277,523	356,859	419,028	464,799	Assumption: 10%, increase by 1% every year

							Assumption: 20%, increase 1% every year. Based on Facilitative Leadership
Fringe / Employee Benefits		354,388	599,816	732,242	823,357	878,798	Model $2,000 for each staff each year for incentives. Yr 1: 23 staff, Yr 2: 35 staff, Yr 3: 39, Yrs 4&5: 41.
Retirement / Pension		30,539	50,459	89,215	96,699	99,600	Assumption: 2%; increase to 3% in year 3
TOTAL PAYROLL TAXES AND BENEFITS		537,620	927,797	1,178,316	1,339,084	1,443,196	
TOTAL PERSONNEL SERVICE COSTS	23.00	2,064,558	3,450,730	4,152,142	4,562,376	4,763,187	
CONTRACTED SERVICES							
Accounting / Audit		97,000	98,940	100,919	102,937	104,996	$85,000 for monthly accounting services; $12,000 NDIII share of audit; annual 2% increase
Legal		20,000	20,000	20,000	20,000	20,000	Estimated based on prior use of attorneys at other schools
Management Company Fee		100,000	200,000	400,000	700,000	739,582	This contract will be determined based on school needs every year.
Nurse Services		75,000	78,750	82,688	86,822	91,163	Contact with expected 5% increase annually
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		15,000	15,300	15,606	15,918	16,236	Contract with Paylocity
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		50,000	50,000	50,000	50,000	50,000	Estiamted coaching, PD, conference costs
TOTAL CONTRACTED SERVICES		357,000	462,990	669,212	975,677	1,021,977	
SCHOOL OPERATIONS							
Board Expenses		1,500	1,575	1,654	1,736	1,823	pagas 26 & 59; $42 a month; $1,000 for training; annual 5% increase
Classroom / Teaching Supplies & Materials		30,000	31,500	33,075	34,729	36,465	$3,000 month X 10 months; pages 76-77, annual 5% increase
Special Ed Supplies & Materials		10,000	10,500	11,025	11,576	12,155	$500 per student; pages 32-33; annual 5% increase
Textbooks / Workbooks		30,000	31,500	33,075	34,729	36,465	$200 per student; pages 32-33, annual 5% increase
Supplies & Materials other		25,000	26,250	27,563	28,941	30,388	$1,724 X 14.5 teachers; pages 32-33, 48-49; annual 5% increase
Equipment / Furniture		100,000	40,000	40,000	25,000	25,000	10 classrooms X $10,000 for 2027-2028 school year; Year 2&3 4 classrooms X $10,000, page 82; starting in year 4 it is for replacement only
Telephone		2,400	2,520	2,646	2,778	2,917	Attachment 11: Pre-Opening plan; 5% increase
Technology		53,360	45,000	63,000	63,000	50,000	Software platforms, Chalk page 7, 8, 30; web presence pages 19-20; Jupiter pages 50 & 82; 150 students @ $300 technology = $45,000; laptop
Student Testing & Assessment		25,000	26,250	27,563	28,941	30,388	Various diagnostic and placement tests; $167 per student: Meyer Briggs, READ/Math 180, IXL, Intellispark, SLO, pages 6; career placement tests, page 7, 9, 37-39, 42-44, 51,
Field Trips		10,000	18,000	24,375	26,250	26,250	4 trips X $2,500 in year 1;increase based on increasing student population
Transportation (student)		220,000	330,000	440,000	462,000	485,100	Busses; $110,000 per bus; page 76; Year 2 3 busses; Year 4 census 4 busses
Student Services - other		11,250	18,000	24,375	26,250	26,250	$75 per student for extras (hygiene, food, McKinney Vento, etc.); increasse over the years with number of students
Office Expense		20,000	21,000	22,050	23,153	24,310	$2,000 X 10 months; 5% increase annually
Staff Development		39,000	40,950	42,998	45,147	47,405	PD over the year; pages 5, 8; coaches page 31; PD pages 37, 65, 68-69
Staff Recruitment		12,000	12,600	10,000	10,000	10,000	page 64
Student Recruitment / Marketing		15,000	15,750	16,538	17,364	18,233	Outreach page 12-14, 17, 21, 22; increases over the years
School Meals / Lunch		184,892	295,826	400,598	431,414	431,414	$7 per student X 180 day; page 76
Travel (Staff)		31,200	32,760	34,398	36,118	37,924	Conferences; to Newburgh pages 16, 19-20
Fundraising		-	-	-	-	-	
Other		27,500	41,000	53,750	57,500	57,500	Training ART, PBIS, mentoring, page 7, trauma informed practices page 10. 12, 27, 29, 33-34, 36, 40. 48-50
TOTAL SCHOOL OPERATIONS		848,102	1,040,981	1,308,681	1,366,626	1,389,986	
FACILITY OPERATION & MAINTENANCE							
Insurance		75,000	78,750	82,688	86,822	91,163	page 75; 5% annual increase
Janitorial		158,800	241,172	248,407	255,859	263,535	page 77 contract based on ND II
Building and Land Rent / Lease		405,048	600,000	812,500	875,000	875,000	$33,750 X 12; pages 19, 73-75, 82-83
Repairs & Maintenance		200,000	4,623	4,715	4,810	4,906	Estimated for general rehab, wiring, etc.
Equipment / Furniture		25,000	25,500	26,010	26,530	27,061	pages 76-77
Security		181,596	244,156	251,481	259,025	266,796	Contract based on ND II costs; pages 76-77
Utilities		138,000	142,140	146,404	150,796	155,320	Estimated $11,500 month; Attachment 11
TOTAL FACILITY OPERATION & MAINTENANCE		1,183,444	1,336,341	1,572,205	1,658,843	1,683,781	
DEPRECIATION & AMORTIZATION		-	75,000	78,750	82,688	86,822	5% increase annually
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		50,000	50,000	198,397	198,397	198,397	Years 1&2 Escrow = $100,000 Loan was for $2,250,000 at 6% interest. Pay
TOTAL EXPENSES		**4,503,104**	**6,416,042**	**7,979,387**	**8,844,606**	**9,144,151**	
NET INCOME		**175,268**	**277,076**	**44,343**	**90,711**	**35,555**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Newburgh Extended City School District		150	240	325	350	350	
School District 2 (Enter Name)		-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
TOTAL ENROLLMENT		**150**	**240**	**325**	**350**	**350**	
REVENUE PER PUPIL		**31,189**	**27,888**	**24,688**	**25,529**	**26,228**	
EXPENSES PER PUPIL		**30,021**	**26,734**	**24,552**	**25,270**	**26,126**	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	75,000	78,750	82,688	86,822	
Other		-	-	-	-	-	
Total Operating Activities		-	75,000	78,750	82,688	86,822	
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		-	**75,000**	**78,750**	**82,688**	**86,822**	
NET INCOME		**175,268**	**352,076**	**123,093**	**173,398**	**122,377**	
Beginning Cash Balance			175,268	527,344	650,437	823,835	In year 1 this beginning balance was included in income to be consistent with the
ENDING CASH BALANCE		**175,268**	**527,344**	**650,437**	**823,835**	**946,213**	