

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

For

The Phoenix Academy Charter School
(now Dignitas Academy Charter School: DACS)

March 31, 2011

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CSD: NYC CSD 30

Total projected grade levels for first charter term: K-6

Total projected grade levels at full capacity: K-12

Total projected maximum enrollment by the end of first charter term: 456

Total projected maximum enrollment at full capacity: 888

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2011 NYSED Charter School Application Statement of Assurances

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

Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011.

Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.

- In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the [name of proposed charter school], we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.
- We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.
- I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [name of charter school] is accurate and correct.

Signature of Lead Applicant

Dr. Ellenorinda Peregino

Date

2/24/11

I. **EDUCATION PLAN**

1A. Curriculum and Instruction

In order to support the school's mission of academic success for all students, the curriculum at Dignitas Academy Charter School will be challenging, engaging and accessible for each and every student. Students will meet high expectations in a nurturing and rigorous educational environment. The school's instructional methods and philosophy are based on the planning team's extensive experience in education. DACS will develop a cohesive, research-based curriculum that is aligned to the *New York State Core Curriculum* and the *Common Core State Standards* in grades K-12 and create an in depth professional development program to ensure that instructional staff have the knowledge base to provide students with quality educational experiences.

Instruction at DACS will foster higher-order analytical thinking and cooperative learning opportunities and will build a sense of commitment from students and staff alike. Instruction will be based on a language experience approach which builds on the student's prior knowledge advancing students to higher levels of conceptual understanding. DACS will use the workshop model which includes direct instruction and time for small group lesson review for at-risk students, and for independent and collaborative student work.

Dignitas Academy Charter School has designed an instructional model that is grounded in theory and research and facilitates effective teaching for English Language Learners (ELLs). This socio-cultural theory model is based on the Vygotskian (Vygotsky, 1978) teaching-learning framework that includes students' culture, history, language, and learning patterns. The "Six Principles" model also incorporates the social context into its pedagogy. *Five Standards of Effective Pedagogy* are based on multiple studies at the Center for Research on Education, Diversity and Excellence (CREDE) (McIntyre, et al, 2009) and family involvement is considered key to the academic success of any student.

The CREDE standards for pedagogy include: (1) Joint Productive Activity (teachers and students work together on products); (2) Language Learning Across the Curriculum (teachers help students apply literacy strategies and language strategies in all areas of the curriculum); (3) Contextualization (teachers connect instruction to students' experiences) (4) Rigorous Curriculum (teachers design instruction to consistently advance understanding to more complex levels); (5) Instructional Conversation (teachers provide instruction in small groups and utilize interactive conversational dialogues as a tool for learning); (6) Family Involvement (connecting prior experience, knowledge and culture with academic content). Sharp and Dalton (2007) list characteristics of instruction which are in alignment with the culturally responsive instruction within the "Six Principles". This instruction is characterized by connecting instruction to the linguistic and social context backgrounds of the children while maintaining a rigorous curriculum and high expectations for achievement. This pedagogical shift is different from traditional teaching and has changed U.S. classrooms in response to more diverse populations.

Curriculum Description

Balanced Literacy (English Language Arts)

In order to accomplish our mission of producing students who meet or exceed the State ELA standards, DACS will use a balanced literacy approach and will focus on teaching the fundamentals of reading, writing, listening, and speaking. It is an all-inclusive framework that encompasses all of the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). The DACS' literacy model comprises two distinct elements. Students learn to read during the traditional literacy block instruction and read to learn during the social studies and science blocks. Systematic intervention through

RTI is incorporated into the framework to provide additional literacy time and instruction to meet the needs of students at the Tier I, Tier II, and Tier III levels. Data are used to drive instruction and create flexible groups.

The ELA curriculum will utilize a research-proven educational program that is aligned with State/Common Core learning standards. The literacy program is comprised of five primary elements: 1) 180 minutes of instruction for all students (includes a portion of the tutorial/enrichment block); 2) The Orton-Gillingham Methodology; 3) content literacy; 4) leveled trade books and classroom libraries with authentic literature; and 5) use of computer-based reading instruction and ongoing assessments. Balanced literacy incorporates many components proven for developing strong readers, such as independent and shared reading and writing experiences, reading aloud, and explicit instruction of phonemic awareness, phonics, spelling and word study.

Orton Gillingham Methodology

The Orton Gillingham method is a multi-sensory method of language instruction. This method offers a balanced approach to teaching reading, writing, and spelling across the curriculum through visual, auditory and kinesthetic activities. Students are taught reading, handwriting and written expression as one logical body of knowledge through explicit and direct instruction. Initially, instruction focuses on the structure of language and gradually moves towards reading systemically. Students are provided with immediate feedback and predictable sequence that incorporates reading, writing and spelling. This methodology provides research-based reading instruction and early intervention strategies. “Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.” Ongoing assessments are used to inform instruction.

Content Literacy

Social Studies and science represent an additional opportunity for students to practice applying the skills and strategies they acquire during the traditional reading block. Using an humanities approach, students learn about historical events and scientific phenomena through multiple perspectives and by reading multiple genres. Content literacy is essential to academic and future success. We believe that effective comprehension instruction requires explicit and purposeful teaching. Teachers provide scaffolded instruction utilizing research-tested reading strategies by modeling strategies, discussing why they are useful and coaching students on how to apply each strategy using authentic texts. Students learn the essential strategies and skills needed to become expert readers. Comprehension instruction begins at the pre-reading stage and continues as students become independent readers. Effective reading comprehension instruction builds on and results in knowledge, vocabulary, and advanced language development.

Grade-level Trade Books & Classroom Libraries

An important outcome of the ELA curriculum and DACS’ mission is to teach students to become critical, creative, and scientific thinkers. To achieve this, we have included as part of this curriculum leveled trade books and classroom libraries. Students will be exposed to great works of literature and will become engaged in discussing, analyzing, and debating these works. This type of learning experience will help students gain important knowledge and instill a passion for authentic literature, which will become the basis for life-long learning.

Computer-Based Reading Intervention

The *Earobics Programs (Foundations and Connections)* will be used as part of our three-tiered approach to reading instruction and intervention in the primary grades (K-3). It is a research-based computer intervention program that is aligned to each of the five big ideas in beginning reading research and has a proven track record for providing quality intervention for English Language Learners and Special

Education students. The *Earobics Programs* provide software and audio instructions in ten languages including Spanish. This comprehensive program provides intervention at different reading proficiency levels. The programs include built-in opportunities for specialized practice and support for English Language Learners. In addition, *Earobics* provides individualized instruction for special education students.

Mathematics

Our core math program will be the Math Connects Program published by McGraw Hill, which has been correlated to *the New Common Core Standard*. The program develops basic skills in order to build a foundation for higher-order thinking, and it emphasizes a hands-on approach that engages students with everyday problem solving. Students will receive 90 minutes of instruction every day and there will be extensive use of manipulatives, mathematical tools, and games. Furthermore, students will work individually and in cooperative groups, as deemed appropriate. In addition, TouchMath will be employed as an intervention program. It is a multi-sensory program that engages students of all abilities and learning styles. This program has been proven to raise math test scores in classrooms around the world for over three decades.

Social Studies

In the area of social studies, our students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York, and citizenship. The focus will be on providing a strong academic foundation in the following areas: (i) History of United States and New York City; (ii) World History; (iii) Geography (local, national, and global); (iv) Economics; and (v) Civics, Citizenship, and Government (U.S. and New York City). There will be extensive use of maps, atlases, almanacs, grade-level trade books, and primary source materials. In addition, *International Cultures* will be taught as part of our social studies curriculum. In a global society where there is a significant interdependence among nations, we believe that an emphasis on international cultures is important for our nation's strength. The students will learn to respect and gain knowledge about different societies, religions, customs, and languages and also what draws them together. International cultural awareness will be taught primarily across the curriculum, especially in social studies and English Language Arts. Within the social studies curriculum, a special emphasis will be placed on understanding diverse cultures and building tolerance for differences among the people of the world. The arts curriculum will highlight artistic contributions made by numerous societies throughout the world and history and provide opportunities to replicate some of these contributions. Students will develop an appreciation of Spanish culture throughout the world as well as other cultures represented by our student body. To promote further appreciation of other cultures while enjoying physical activity, students will be exposed to a variety of games that derive from over 40 countries and 6 continents, using Multicultural Games by Lorraine Barbarash as a guide. Social Studies will be taught for 45 minutes 4 days per week.

Science

In science, DACS will emphasize understanding and applying scientific concepts, principles and theories pertaining to the physical setting and living environment, and recognizing the historical development of ideas in science. The main resources teachers will use to develop and guide the science curriculum will be the FOSS program and trade books. This research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to provide meaningful science education for diverse student populations. This scientifically research-based program utilizes the “5E’s” approach: engage, explore, explain, extend, and evaluate. The program is based on the premise that the best way to learn science is by doing science. This hands-on approach will provide students with ample learning experiences involving experiments and investigations. Students will learn to observe, generate ideas, make hypotheses, test their ideas logically and empirically, and apply their meaning into their daily lives. In addition, students will learn about the climate, weather

and flora and fauna of the different countries they explore as part of our social studies and English Language Arts curriculums. Science will be taught for 45 minutes 4 days per week.

Arts

We propose to use the arts to heighten our youngsters' awareness of their surrounding community, inspire them to make positive changes in their lives and in their community, and increase overall student achievement. As research studies have shown (for example, Lopez, 2000 and Weber, 1993), art and music instruction have strong educational benefits. It contributes to children's development of cognitive, motor, and social skills, and it fosters higher student achievement in the basic subjects, such as math and science. Indeed, art has been recognized as "A Curriculum of Hope" (Maxine Greene, 1988).

Visual Arts

Dale Seymour's learning to Look and Create: The SPECTRA Program will be the main component for teaching visual arts. The focus will be on (i) varied art materials, styles, and techniques to create art; (ii) exploring art heritage throughout history, including important artists and movements; (iii) appreciating the multicultural influences on art from around the world; (iv) critical thinking and problem solving and observation; (v) developing artistic style; and (vi) analyzing works of art.

Music

Silver Burdett Ginn's The Music Connection will be the main component for teaching music. This program is a comprehensive general music curriculum that focuses on listening and singing varied styles of music and playing simple musical instruments. Students will also respond to and analyze varied musical pieces and styles and relate them to various time periods, eras, and genres. In addition, students will learn about the music from each country that is studied as part of the social studies curriculum.

Physical Education

The main resources used to teach physical education will be the following: Elementary Teacher's Handbook of Indoor and Outdoor Games by Art Kamiya and Henry Glass and Moving and Learning Across the Curriculum by Rae Pica. Students will perform basic motor and manipulative skills. Through practice and effort, they will excel in mastery of motor skills and principles of movement. Students will learn about safe conditions for large motor games and exhibit responsible interpersonal behavior. Students will be aware of community resources for fitness and will be capable of evaluating these programs for their potentials for targeted skills development and for an enjoyable environment for participation with peers in sports. In addition, students learn about the dances from around the world as they study the music.

Health Education

The main component of health education will be Scholastic's *You and Your Body* developed lessons and activities. *You and Your Body* is a hands-on skills book that introduces and explains the connection between personal responsibility and well-being. Based on the work of the American Health Foundation, children learn about health choices through reading, writing, and keeping records. Subjects addressed at each level include: growth and development, nutrition, health and safety, disease prevention, dental health, exercise and fitness, cigarette, alcohol, and drug-use prevention, and social and emotional health.

Technology

Technological skills and content acquisition will be embedded across the curriculum. To this end, we will work towards the goal of every classroom being equipped with SMART Boards, computers, internet access, and audio/visual delivery systems, dependent on availability of funds. Each teacher will incorporate technology lessons and activities during social studies, science, math, and ELA in addressing the state learning standards. Students will also learn about the history and evolution of technology and its impact as well as limitations during Social Studies. In science and math, students will learn how

technology can be applied to enhance daily life. In addition, students will discuss new challenges that arise as a result of recent technological innovations. In ELA, students will use technology to create and publish writing pieces as well as part of the *Earobics Programs* in the primary grades. In later grades, other computer-based programs will be used.

In grades 6-12, the school's curriculum will be aligned to the *New York State Core Curriculum*. The instructional methods described below will be utilized. Curriculum resources will be purchased for science and mathematics that are aligned to the *Common Core State Standards*. The school will use an interdisciplinary framework for literacy and social studies instruction that is project and inquiry based. For example, in sixth grade, students learn about ancient civilizations in social studies and as a result they will study mythology for one semester (two quarters). The ninth grade literacy curriculum will focus on classic literature and poetry from around the world. In both cases, students will explore history by reading classic literature from the civilizations and eras that they will study as part of the social studies curriculum. To enhance their understanding of cultural integration, students will study the interrelatedness of literature, history, geography, art and language.

Instructional Strategies

CREDE Standards for Effective Pedagogy

Indicators of Joint Productive Activity:

The Teacher:

- Designs instructional activities requiring student collaboration to accomplish a joint product
- Matches the demands of the joint productive activity to the time available for accomplishing them
- Arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly
- Participates with students in joint productive activity
- Organizes students in a variety of groupings, such as friendship, mixed academic ability, language, project, or interests, to promote interaction
- Plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity
- Manages student and teacher access to materials and technology to facilitate joint productive activity
- Monitors and supports student collaboration in positive ways

Indicators of Language Development:

The Teacher:

- Listens to students' narrations about familiar topics (home and community)
- Responds to students' narratives and questions
- Assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc. in purposeful conversation and writing
- Interacts with students in ways that respect students' preferences for speaking that may be different from the teachers, such as wait time, eye contact, turn-taking or spotlighting
- Connects students' language with literacy and content area knowledge through speaking, listening reading, and writing activities
- Encourages students to use content vocabulary to express their conceptual understanding
- Provides frequent opportunities for students to interact with each other and the teacher during instructional activities
- Encourages students' use of first and second languages in instructional activities

Indicators of Contextualization (McIntyre, etal, 2009)

The Teacher:

- Begins activities with what students already know from home, community, and school
- Designs instructional activities that are meaningful to students in terms of local community norms and knowledge
- Acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents
- Assists students to connect and apply their learning to home and community
- Plans jointly with students to design community based learning activities
- Provides opportunities for parents or families to participate in classroom instructional activities
- Varies activities to include students' preferences, from collective and cooperative to individual and competitive
- Varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

Indicators of Challenging Activities:

The Teacher:

- Ensures that students, for each instructional topic, see the whole picture as a basis for understanding the parts
- Presents challenging standards for student performance
- Designs instructional tasks that advance student understanding to more complex levels
- Assists students to accomplish more complex understanding by building from their previous success
- Gives clear, direct feedback about how student performance compares with the challenging standards

Indicators of Instructional Conversation (McIntyre, et al, 2009)

The Teacher:

- Arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis
- Has a clear academic goal that guides conversation with students
- Ensures that students' narrations occur at higher rates than teachers' narrations
- Guides conversation to include students' views, judgments, and rationales using text evidence and other substantive support
- Ensures that all students are included in conversational dialogue according to their preferences
- Listens carefully to assess levels of students' conceptual understanding
- Assists students' learning throughout the conversation by questioning, restating, praising encouraging, etc.
- Guides the students to prepare a product that indicates that the Instructional Conversation's goals were achieved

Response to Intervention

Tier I

In DACS' general education classrooms teachers will differentiate instruction and interventions to meet the needs of individual learners, to offer the appropriate level of challenge for each learner, and to provide the necessary supports to help all students reach their level goals. Teachers will accomplish this task by using research-based instruction. Accommodations teachers will employ will include, but will not be limited to the following:

- Provide interventions for visual learners with demonstrations, pictures, graphics, and written key words to support text information.

- Support auditory learners with interventions that include oral discussions, oral presentations, group collaboration, or other oral delivery methods.
- Engage tactile/kinesthetic learners in interventions that utilize hands-on activities, movement or rhythmic experiences, and alternate between passive and active activities;

Universal assessments will be administered to students to determine which students need additional or different instruction. Both teachers in the room will provide small group instruction by studying student data to determine why each student is struggling and group children accordingly. Ongoing progress monitoring will ensure that students are provided with appropriate and additional instruction or help.

Tier II

For students who are still struggling to master curriculum content and skills, DACS will use small group instruction with push-in instruction including the Speech Language Pathologist, the Special Education Teacher and the Title 1 teacher along with alternative supplies and materials. The Speech Pathologists will push-in to provide small-group support for students throughout the day. These Tier II interventions will be available to all students who need them, including students with IEPs. All stakeholders will collaborate to devise action plans for students that fall significantly behind their peers. Small group instruction will be delivered to students in groups of 5 to 8 during the tutorial/ enrichment period at the end of the day. Students will receive instruction in 6 week cycles; students with similar instructional needs will be grouped together. Earobics will be used at Tier II and Tier III.

Tier III

When a student continues to fall significantly behind peers, even with Tier II interventions, that student will be eligible for Tier III intervention. Tier III interventions will be more intensive and longer in duration. Additional diagnostic assessments will determine the targeted interventions needed to address specific skill deficit(s). The student-teacher ratio will be reduced to 1:3. A smaller group size on a 1:2 basis will be used if sufficient progress is not achieved. Tier III supports both students who have IEPs that mandate pull-out SETSS (NYC)/Resource Room and those general education students who are identified as needing additional support based on their student assessments. The goal of this level of intervention is to extinguish inappropriate behavior and remediate academic deficits. This process may identify a general education student that may need special education services. For students who already have an IEP, Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the CSE to proceed. At this level, DACS will recommend that the student's parent be notified and encouraged to participate so that a referral is the result of collaboration and consent might be more forthcoming.

Flexible Grouping

After reading and mathematics assessment data have been analyzed, teachers will develop subgroups of students for reading and mathematics instruction based on their individual needs; students will travel across grades and classrooms if necessary to make sure all students are provided with appropriate levels of instruction. Both teachers in the classroom will be responsible for providing small group instruction and/or individual instruction. The Speech and Language Pathologists and the Title 1 teacher will push-in to classrooms to provide additional small group support during the literacy block, which will be staggered. Action plans will be created for each group monthly.

Compacting/ Decelerating the Curriculum

Teachers will use compacting to provide a challenging environment for students that have mastered the basic skills and will guarantee proficiency in the basic curriculum; this will provide time for enrichment opportunities for students while teachers are providing small group instruction to their struggling peers or acceleration opportunities within small group settings. Teachers will use deceleration for at-risk students

which will allow them to move at a slower pace to ensure content mastery. Assessments will be used to identify candidates for compacting and deceleration.

Media Literacy/Visual Literacy:

Video and other forms of media are effective and powerful tools for learning and mastering English. The visual element is appealing and familiar to students, and teachers can use video to provide experiences otherwise unavailable in the classroom.

Project-Based Learning that Focuses on Problem-Solving:

Teachers will employ innovative strategies to teach students and to engage them in the instructional process. Hands-on, project-based classroom instructional strategies will employ inquiry based activities and problem solving strategies, which promote utilization of previously learned concepts and skills. The school program is designed to enable students to meet rigorous academic standards. Scheduling is planned to facilitate opportunities for extended projects, hands-on experiences, and inquiry-based learning.

Data Driven Instruction

Teachers will use classroom data to design instructional strategies to address the individual learning needs of each student. Using the highly-regarded Response to Intervention model (RTI), the school's staff will use assessment data to create an escalating series of academic supports for struggling scholars. We will provide every student with the help they need while maintaining inclusion in the general education setting for as much of the day as possible.

Technology-Based Instruction

Technology will become an integral part of instruction and learning for both teachers and students. Computers, internet, audio/visual delivery systems, and interactive whiteboards (e.g Smartboards™) will be utilized as instructional tools.

Interdisciplinary Teaching

In related curricular areas, teachers of all subject areas will integrate other subject areas into unit plans that highlight thematic ideas and concepts. In addition, the arts will be an integral component of unit designs for all subject areas. Teachers will also jointly plan, prepare, and teach the content areas (i.e. literature and social studies will be linked with arts and music to create an humanities approach).

Differentiated Instruction

Teachers will provide modified instruction and develop tiered assignments to address the needs of the diverse student population in the school. Teachers will differentiate coursework in terms of process/activities, content/topic interests, product and learning styles.

Promotion Standards for Two Non-Consecutive Grades

Second Grade Promotion Standards/ English Language Arts and Mathematics

DACS will promote all students scoring a NCE of 50 on Stanford 10 in English Language Arts and Mathematics. The following additional measures will be used to determine if students will be promoted to the 3rd grade:

- Average of 75% on English Language Arts and Mathematics 6 week assessments; both exams will include constructed responses.
- Average of 75% on *Math Connects* Program embedded assessments (including baseline and end of year).
- Average of a level 2 on performance based -writing assessments.
- Score at the Advanced level on the NYESLAT (ELLs only)

- Read a minimum of 70 words per minute; the goal is at least 90 words per minutes on the DIBELS Oral Reading Fluency measure at this grade level. ¹
- Score a minimum of a level J on the TRC (Text Reading and Comprehension) assessment (based on Fountas and Pinnell leveling system); the range for 2nd grade is J (beginning of the year) through M (end of the year). ²
- The Individualized Educational Plan (IEP) will guide promotional policy for students that qualify for special education services based on the severity of the disability.

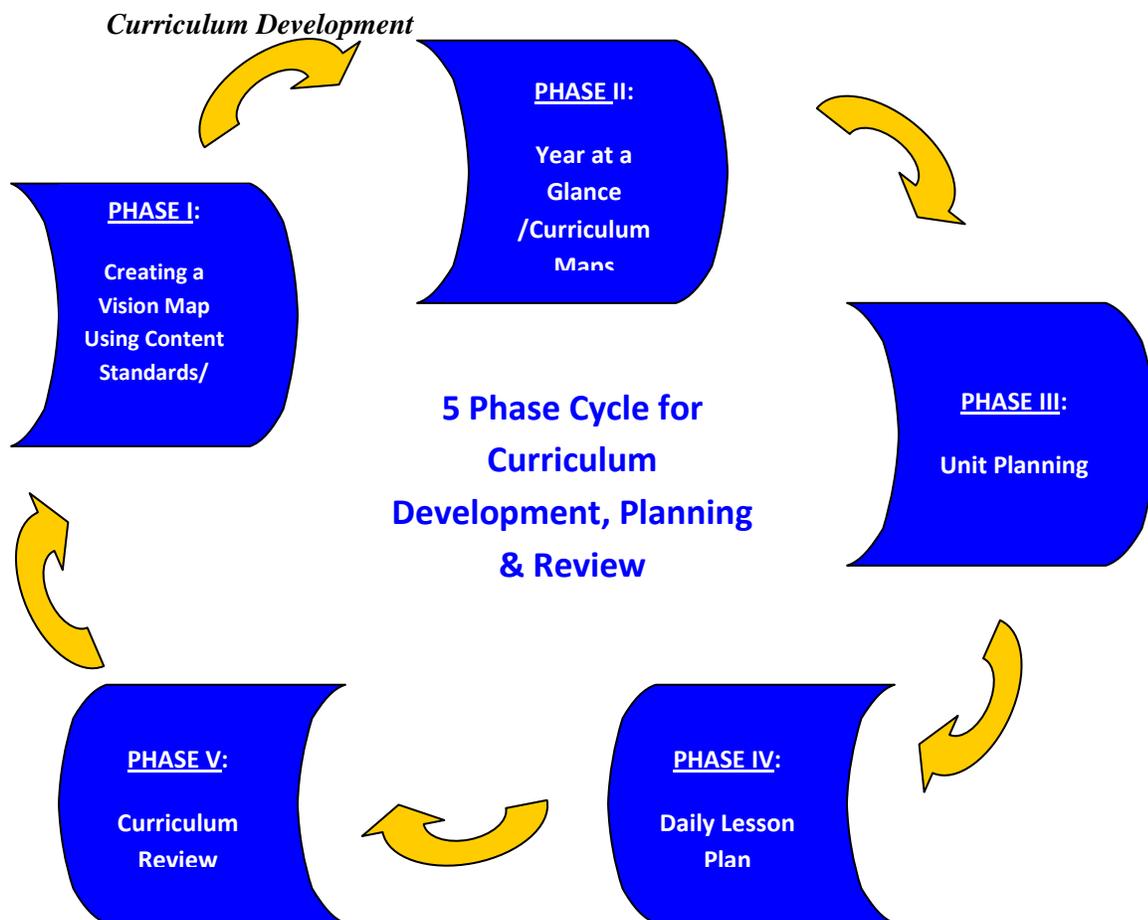
Fourth Grade Promotion Standards/ English Language Arts and Mathematics

DACS will promote all students scoring a level 2 on each of the following New York State assessments: English Language Arts and Mathematics. The following additional measures will be used to determine if students will be promoted to the 5th grade:

- Average of 75% on English Language Arts and Mathematics 6 week assessments; both exams will include constructed responses.
- Average of 75% on *Math Connects* Program embedded assessments (including baseline and end of year).
- Average of a level 2 on performance based -writing assessments.
- Score at the Advanced level on the NYESLAT (ELLs only)
- Read a minimum of 100 words per minute; the goal is at least 96 words per minutes on the DIBELS Oral Reading Fluency measure at this grade level.
- Score a minimum of a level Q on the TRC (Text Reading and Comprehension) assessment (based on Fountas and Pinnell leveling system); the range for 4th grade is Q (beginning of the year) through S (end of the year).
- The Individualized Educational Plan (IEP) will guide promotional policy for students that qualify for special education services based on the severity of the disability.

¹ 8 Mar. 2011 < <https://dibels.uoregon.edu/benchmark.php>

² 8 Mar. 2011 <[https:// www.readinga-z.com/correlation-chart.php](https://www.readinga-z.com/correlation-chart.php)



Once the school staff is identified, the curriculum framework will be introduced to staff who will create tools for implementation. The *Director of Curriculum and Instruction* will develop a sample scope and sequence for each subject area at each grade level. The curriculum frameworks will be aligned to the New York State Learning Standards, the Common Core State Standards and the New York State Testing Program. The school staff will review the charter application, the curriculum crosswalks and the scope and sequence for each subject during pre-service, which will last for two weeks the first year and one week thereafter. During pre-service, all of the teachers on a grade level will collaborate to develop curriculum maps for each subject for the first quarter.

The Director of Curriculum and Instruction will ensure alignment to the standards in conjunction with the Principal and consultants, as needed. The aforesaid individuals will also ensure that there is an interdisciplinary approach to language arts and social studies instruction and there is a clear emphasis on language acquisition in each content area. On a weekly basis, students will be dismissed at 1:45pm. The entire staff will meet from 2pm to 4pm. A minimum of one meeting per month will be devoted to the following: curriculum planning and review, reviewing student data and grade level meetings. The Director of Curriculum and Instruction and the Principal will meet with staff weekly during common planning periods to ensure that teachers maintain fidelity to the curriculum maps while differentiating instruction when appropriate based on assessment results. Curriculum will be enhanced by the staff in a five phase process. This process, once established, will become an ongoing component of the school's annual planning process. The language and culture focus of the school will be incorporated into each unit plan as appropriate.

Phase I: Creating a Vision Map:

This phase of the process will begin with a deep unpacking of the charter application including the curriculum crosswalks with State content and skills standards. The team will become familiar with the *New Common Core State Standards*. They will explore the school's vision and identify ways to create transparency of the vision of the school with the school's culture and curriculum. Once there is full understanding of these important components, the team will determine the exit criteria, performance assessments and rating benchmarks for each grade and content area and work backwards to map the big picture/themes of the content areas for each year.

Phase II: Curriculum Maps/Year at a Glance:

Working backwards from the vision map, the teachers will create a ten month curriculum map following the work of Heide Hayes Jacobs and Susan Udelhofen. This curriculum map will delineate the monthly targets for the big picture for each content area. Teachers will develop maps for each grade level.

The maps will serve the following purpose:

- Maps will be used in both the unit planning process and the development of lessons
- Maps will provide teachers with an opportunity to determine when and how skills will be taught
- While curriculum maps are being developed, staff can gain information about ongoing work throughout the school, identify curriculum gaps, target potential areas for integration, match assessment with standards, and review for timeliness
- Teachers will learn to develop Essential Questions

Phase III: Unit Planning:

Teachers will be introduced to the Understanding by Design (Wiggins, G., and McTighe, J.) model of planning. Units will be developed for about six weeks. The focus of the plan is to identify an exit project that will provide students with an opportunity to apply their learning to a real world situation and to make connections between content areas, time, and current situations.

Steps in this process include:

- Compress individual content standard strands into a unified themed direction with an essential question.
- Determine a project for the unit that measures skill progress in the content area.
- Associate needed resources and materials for executing the unit.
- Using the curriculum map, teachers will chart out the sequence of lessons for the unit working backwards from the end assessment/project.
- The unit is checked to ensure that content is covered and skills are incorporated.
- Teachers will create a rubric for the unit end outcome/assessment.

Phase IV: Daily Lesson Plan Development:

Teachers will receive professional development in the process of planning a lesson. A lesson plan format will be developed and teachers will be coached on their development and implementation of lessons. Teachers will have an opportunity to share lessons and provide support to each other during common planning time, meetings with coaches and/or consultants, and meetings and observations conducted by the Principal and Director of Curriculum and Instruction. Some components to be included:

- Using the unit plan and the curriculum map as a guide, teachers will develop the lessons.
- Daily lessons will include a listing of questions that will support high order thinking that are deliberate and focused on ensuring that students think, apply information, make connections, support ideas with evidence from text, etc.
- After the lesson is conducted, teachers will be encouraged to reflect upon the lesson and to note what students know and understand and how the teacher knows (evidence). The teacher will make notes on the lesson to identify successful components and to note thoughts on improving the lesson for future modification.

- Student exemplars of the lesson outcomes are copied and attached to the lesson.
- Lesson is stored on computer and some student work samples are stored in student folders for use when discussing student interventions and planning to improve lessons.

Phase V: Curriculum Review

Starting about the end of April each school year, teachers will be allotted opportunity during common planning time and early student release time to do the following and to review curriculum maps, and units:

- Review school interim assessments and assessment data and see where changes are needed in curriculum maps, unit plans and Accountability Measures and Benchmarks. Identify how this review will impact on school's goals for continuous improvement.
- Review curriculum units, maps and lessons to identify focus for following year and make adjustments and changes based on review and student needs.
- Review daily lesson plan binder and adjust lessons that might be repeated to insure student success.
- Provide topics needed to be addressed as part of Pre-Service and develop a professional development plan.

The process begins again. Less work will be needed on the Vision Map, but it should be revisited at the beginning of the year during pre-service when new staff is added. The process is an on-going process.

Professional Development

To increase student achievement and to accomplish the mission of producing students who exceed the New York State learning standards, DACS will implement a professional development program that has three parts: 1) pre-service training, 2) in-service training and coaching, and 3) continuous professional development opportunities. The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. In the initial year, staff will be exposed to language acquisition strategies, content specific training and learning environment development. In subsequent years, the program will be modified utilizing student achievement and school data to identify areas in need of improvement. Teacher training in content and the learning environment will reflect the needs of the school.

The planning team has identified four professional development priorities: (1) Strategies for Teaching English Language Learners/ Language Acquisition Strategies (2) CREDE Pedagogy (Instructional Methods Philosophy (Center for Research Education, Diversity and Excellence) (3) Curriculum Content-Areas/ Program Specific Training (4) Assessment Tools and Strategies. The planning team anticipates that teachers will be at different levels and need varying degrees of support throughout the year. For this reason, the Director of Curriculum and Instruction, the Principal and consultants will provide differentiated professional development to all teachers. This flexibility ensures that all our teachers will have their professional development needs met.

Our professional development priorities will be to support our staff in a variety of areas to ensure that they remain motivated, engaged, and focused on teaching and learning. To that end, we anticipate our teachers will need additional development around language acquisition strategies, effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students.

The professional development structure is designed for teachers to have intensive development in the two weeks prior to the beginning of the school year, coupled with ongoing support throughout the year. Pre-service professional development will introduce teachers to our school model through extensive training on language acquisition strategies. While the pre-service provides a comprehensive introduction for new

teachers and reinforcement for returning teachers to our school's curriculum and priorities (based on returning teacher input), it is the constant on-going support that will ensure meaningful integration of our school's priorities and serve as a source of refreshment for teachers, keeping them motivated and inspired. Teachers will receive professional development for two hours each week as a cohort as well as professional development as in grade level groups and individually.

Throughout the year, teachers will benefit from regular coaching and support from the administrative team and consultants. The aforementioned individuals will provide weekly professional development for collaborative team teaching, modeling, "lunch and learn" sessions, or data interpretation.

Pre-Service Training

The purpose of pre-service training is to prepare all staff for the new school year and to induct new professionals. There will be ten days of pre-service professional development in August the first year and five days thereafter. In the initial year, the focus of the program will be to develop teachers' knowledge in content areas and to train staff on how to create a positive learning environment. Teachers will receive training in classroom management techniques, instructional and intervention strategies, the New York State Learning Standards and the Common Core State Standards, student data analysis, differentiation of instruction, and standards-based instruction, among others. Non-teaching staff will receive job specific training. In subsequent years, new teachers and staff will receive the initial year program and returning staff will receive professional development based on the needs of the school.

ELL and Special Education Training

DACS will provide specific training and professional development for all staff regarding ELL and special education. With regard to ELLs, staff will be trained on identification and assessment, instructional differentiation and programs, evaluation standards and assessments, program exit criteria, and parent notification. In an effort to provide general information about special education, the special education/coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities.

Weekly Professional Development

Students will be dismissed at 1:45pm every Friday. The instructional staff will receive professional development from 2:00pm to 4:00pm each week. Teachers and administrators will be trained to develop curriculum, examine data and learn research-based instructional strategies for addressing the needs of all children including ELLs and students with disabilities. Training will be provided by consultants from the *School for Language and Communication Development* who have expertise in specific educational areas. There will also be one consultant that provides professional development related to reading and other areas of curriculum and one consultant that will provide administrative development and supervision.

Continuous Professional Development

Teachers will be encouraged to explore additional professional development opportunities. Funds will be allocated to send selected teachers and administrators to conferences that address educational issues, trends and best practices.

B. School Calendar and Daily Schedule

The goals of the proposed daily schedule are to devote significant instructional time blocks to master the core content subjects and meaningfully explore topics in international culture. The school year calendar will follow New York City's Department of Education holidays and vacations and will offer an additional 20 days of instruction bringing the total number of school days to 200 (please see attachment 3). DACS proposes an extended school day and year to ensure sufficient time for proper implementation of its educational program. The duration of the school day will be 8 hours as compared to the typical public

school day of 6 hours. This represents approximately a 25% increase in the school day. School will begin at 8:00am and end at 4:00pm. Breakfast (optional) will begin at 7:30am. 180 minutes will be devoted to literacy instruction, 90 minutes will be devoted to mathematics instruction and 45 minutes each will be allocated for science and social studies instruction 4 times per week. Students will receive a “specials” lesson for 45 minutes four times per week such as art, music, health or physical education (please see attachment 4).

Teachers will have a 45 minute duty free lunch period and a 45 minute preparation period daily each day except Friday. Classroom teachers and students have the same schedule as noted above with the classroom teacher receiving a preparation period while students go to ‘specials’.

This schedule will provide sufficient time for lesson presentation, review and small group instruction to several groups of students daily. It also provides the necessary ‘one to one time’ with classroom teachers guiding student learning and reducing the achievement gap for the at-risk in this community and leading students to academic excellence.

C. Target Population

Grades	Projected Enrollment Table					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	72	72	72	72	72	72
1 st	48	72	72	72	72	72
2 nd	48	48	72	72	72	72
3 rd		48	48	72	72	72
4 th			48	48	72	72
5 th				48	48	72
6 th					48	48
7 th						48
8 th						
9 th						
10 th						
11 th						
12 th						
Ungraded						
Total	168	240	312	384	456	528

DACS will be located in Community School District 30 in Queens. Queens is one of the most diverse localities in the world with many immigrant families from all over the world. According to the New York State Report Card for 2009, 23% of the public school students in CSD 30 were designated Limited English Proficient, making the district an ideal match for DACS’ academic program. There is an underrepresentation of ELL students in CSD 30 as well as in other New York City charter schools. Whereas other schools enroll only a small percentage of ELL students (i.e., 10-20%), DACS will target this population. Further, the need for quality public school options for English Language Learners is clear: In 2010, just 15% of ELL-designated students in CSD 30 public schools scored on grade level on the New York State ELA exam compared with 56% of English Proficient students. The achievement gap for ELL students in CSD 30 holds in Math as well (a 36-point proficiency disadvantage), further underlining the need for a program that addresses students basic skills needs at the same time as developing their English.

Demographic information concerning CSD 30 is as follows:

- CSD 30 New York City is located in the northwest section of Queens bounded by Flushing Bay to its north and the East River to its west. CSD 30 includes the neighborhoods of Astoria, Ditmars, East Elmhurst, Hunters Point, Jackson Heights, Long Island City, Sunnyside and Woodside.
- Population: Black or African American (9%), Hispanic or Latino (54%), Asian (22%) and White (15%).
- CSD 30's total K-12 population is 36,381.
- The school district is home to nearly 24%, or 8,880, students with limited English proficiency ("LEP").
- The graduation rate for students with limited English proficiency within CSD 30 for the 2008/2009 school year is 52% which is 3% less than the State standard.
- Only 54% of the Hispanic or Latino population graduated from high school.
- Only 21% of 4th grade LEP students scored at level 3-4 on the NYS English Language Arts and 36% scored a 3 or 4 on the Mathematics exam.
- Charters in CSD 30: Voice Charter School, Growing Up Green Charter School, Renaissance Charter School, Our World Neighborhood Charter School.

Rationale:

We believe that beginning the school with kindergarten, first and second grades and growing one grade per year achieves the optimal balance between sufficient starting enrollment to fund critical services and a small initial student population. Additionally, staging the enrollment in this fashion allows DACS to establish a distinct culture and its own set of expectations. Moreover, the Founders chose to start the school very small to allow administrators and staff to concentrate on establishing strong academic and operational processes. We have chosen to enroll elementary age students because so many children's academic deficiencies begin to take root in the early grades. There is also a stark need for stronger middle and high school options. Therefore, we believe that providing students with a K-12 program will ensure that they continue on the path to success in an environment where they are nurtured socially and academically.

In accordance with *No Child Left Behind* ("NCLB"), we will reserve 10% of those spaces for children transferring from low-performing schools as defined by NCLB. In order to be eligible for admission to the school, a child must be at least 5 years old as of December 31st of the calendar year in which instruction commences. Thus, kindergarten children may begin the school at four years old if they will turn five years old by December 1st of that year.

An enrollment method that will ensure equal access for students with disabilities

The Board of Trustees will ensure that DACS' enrollment method and admission procedures will provide equal access for students with disabilities. The admission procedures and enrollment method will provide equal access to all students, including those with disabilities, and are in accordance with §2854(2) of the Education Law which states that "any child who is qualified to attend public school in New York State is also qualified for admission" to this charter school. Our admission and enrollment procedures are also in accordance with §2854(2)(a), which states that the school cannot deny any student admission on the basis of his/her disability. DACS has an open enrollment policy. We will not screen applicants to determine whether they are at-risk prior to admission and students eligible for registration are selected based on a lottery system. In addition, the outreach plan is not selective in any way, provides for wide distribution of school information, and aims to provide information to all families with school age children. Finally, information kits will unequivocally state that the school is open to all children and cannot deny admission based on disability.

English Immersion Program: The English Language Arts program at DACS is a balanced literacy program. The *Orton Gillingham Methodology* and *Earobics* programs will be utilized to provide scientifically-based reading instruction and intervention to all students. The aforementioned programs have been proven to support language acquisition and reading development for all student populations including English Language Learners (ELLs) and Students with Disabilities. These are ideal programs for schools using the immersion approach, because they offer materials specifically geared for ELLs. In an English immersion program ELLs participate in the English Language Arts program and receive support from a general education teacher with an ESL extension, a special education teacher and a speech language pathologist.

The objective of the English Immersion program is for the student to acquire the English language in a timely fashion under the assistance of the ESL teacher who is assigned to the class. This teacher's primary function is developing English language acquisition skills in all content areas throughout the day. Students will enter DACS in Kindergarten when language acquisition in the native language is just developing, and will focus on English immersion and vocabulary development.

- Both classroom teachers will work with groups of Limited English Proficient students using the English as a Second Language approach during the ELA workshop period, the activity portion of the lesson helping students develop comprehension and English speaking skills.
- DACS will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964, and the Equal Opportunity Act of 1974.
- No Limited English Proficient student will be excluded from curricular or extracurricular activities based on an inability to speak or understand English.
- ELLs will not be assigned to Special Education, because of their lack of English proficiency.
- Parents or guardians whose English proficiency is limited or the home language is not English will receive notices and information from the school in their native language. They will be encouraged along with all parents/guardians to participate in school-wide activities and be active participant in their child's education.

DACS has designated one teacher per class who will provide English as a Second Language instructional support to each eligible ELL. The ESL teacher will work with ELLs in small groups throughout the day. In addition, a Speech Language Pathologist and/or Title 1 teacher will provide additional academic support for students. Students will be identified to receive services based on the results of the Language Ability Battery (LAB-R); a score below 40% makes a child eligible for ESL services. The English as a Second Language program will support the school's curriculum; therefore the ESL teacher will plan lessons collaboratively with the other teacher in the room who will be a special educator. They will develop lessons that focus on expanding English subject area vocabulary and content as well as English Language usage. Appropriate ESL materials and supplies for small group instruction will be made available for ELLs.

DACS will use the following methods to identify students with limited English proficiency:

- a. The process begins with the Home Language Questionnaire to screen all new entrants to New York State schools for potential limited English proficiency.
- b. If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue.
- c. If the home language is other than English or the student's native language is other than English, then appropriate school staff will informally interview the student and the parent/guardian in English, or when necessary in their native language.
- d. If the student speaks a language other than English and speaks little or no English, then the school should administer the Language Assessment Battery-Revised (LAB-R). A student

- who scores below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services. The LAB-R is administered only once to each incoming student.
- e. After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

All teachers will be given training on best practices in working with the English Language Learners (ELLs). Consultants will provide guidance on useful techniques for teaching second language learners during weekly professional development sessions and pre-service. Teachers will also collaborate to develop lessons for ELLs in the four major subject areas. During common preparation times and the weekly afternoon conference, teachers will engage in dialogue on ways to best meet the needs of the ELL students as they participate in the full scope of the curriculum. Instruction will be in English with both verbal and written instruction modified with an emphasis on English vocabulary development. The ESL teachers will provide some translation as students learn vocabulary, terms and idiomatic expressions. Some of the strategies we will employ at the school include, but will not be limited to the following:

- Use pictures to introduce and explain the routine used to responding to questions (e.g., ask a question, think about response, tell a partner, share with the group/class)
- Use tiered questions in whole-class activities or independent activities to determine the level of comprehension
- Use cues (e.g. pictures, actual objects, illustrations) to help students make connections between prior knowledge and new knowledge when asking questions
- Build English speech by incorporating more language in verbal interactions; model the use of language when questions are answered; scaffold a one word or short response by affirming the response and extending the student's response into a complete sentence (have student repeat the sentence)
- Use informal assessments to monitor and document growth over time (e.g. observations, anecdotal records, interviews, conferencing, portfolios and self assessments)
- Use data gathered
- Allow alternate forms of content-area assessments, so students can demonstrate their learning in their preferred learning style as well as the ones chosen by the teachers
- Allow flexible time for mastery of content
- Use learning logs, journals and/or quick writes as assessment measures
- Use multiple assessment techniques to monitor student understanding during instruction
- Utilize assessment data and results to adjust planning for effective instruction
- Schedule time for explicit vocabulary instruction (a daily oral language period has been included in the schedule)
- Provide multiple exposures to new words using a variety of learning preferences: visual, auditory and tactile/kinesthetic
- Put up word walls using first language translations and pictures; introduce content specific vocabulary; model how to use the wall to reinforce understanding
- Use cognates to explore connections to native languages
- Use systematic, direct instruction to teach mathematics vocabulary as well as other content specific vocabulary

The ELLs will participate in the same instructional program as other students. These students will be assessed in English Literacy and Mathematics using the ELA and the Mathematics and other internal assessments if they have scored above 40% on the LAB. They will also be administered the school's

progress indicators-the six week assessment and quizzes. Parents will also be consulted and informed about any and all assessment actions. Assessment results will be reviewed at the weekly meeting by all stakeholders. If an ELL fails to show progress as measured by the aforementioned assessments, modification to the student's instructional program will be made accordingly. During teacher meetings any student can be recommended for testing, and a determination of any ELL who might need additional support which may include Title 1 services or further evaluation.

Exit Criteria, Accountability and Evaluation

Along with the assessments stated above, each ELL will be assessed at least annually to determine if continued services are necessary. DACS will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELLs as mandated by the State Education Department and implement the federal No Child Left Behind Act. The score on the NYSESLAT indicates the student's level of English performance and whether the student's proficiency level in English warrants continuation in the ELL program. No student will exit the ELL program at DACS until they can read, write and comprehend the English language based on the results of the NYSESLAT test

A process for continued program assessment and modification where needed

DACS will look at disaggregated data on state and national performance tests for Limited English Proficient (LEP) students as a group to determine how well DACS' students are progressing in the acquisition of the English language and their core subject achievement. Progress will also be monitored against that of non LEP students. DACS will also track students declassified as LEP and the length of time necessary for declassification. Lastly, students will be tracked longitudinally to determine significant differences in the academic achievement of students once classified LEP and non LEP students as measured by both standardized and non standardized assessments.

Training of Teachers to meet the needs of English Language Learners

Training for teachers on the use of specific strategies as well as differentiation of instruction to meet the needs of English Language Learners will be provided by several individuals in the school's leadership team as well as consultants. The school offers an English immersion program to serve ELLs placing them in regular classes and providing individualized and small group support from the classroom teachers and any other service providers available to the other children in the class. Instruction for this population will focus on English language acquisition and reading skills. DACS is implementing an English immersion model where second language learners will not be isolated from their English speaking peers. ELLs will be immersed in learning to comprehend, speak and write in the English language while receiving additional support from the ESL teacher.

ELLs will not be excluded categorically from curricular and extracurricular activities, because of an inability to speak and understand English. ELL students will be encouraged to participate in all curricular and extracurricular activities. Each student will be matched with a peer with higher language level proficiency to facilitate peer mediated learning.

Students with Disabilities

DACS will make an effort to attract and retain a comparative number of students with disabilities as the local school district. In accordance with §2853 (4)(a) of the Education Law, DACS will provide special education services to students with disabilities as per their individualized education plan ("IEP") as developed by the Committee on Special Education (CSE) of the student's school district of residence. The Board understands that the school has no authority to create or modify IEPs or conduct multi-disciplinary evaluations to determine whether a student has a disability, and that it is not the local education agency with respect to providing special education services. In short, these responsibilities are left solely to the CSE of the student's district of residence. Moreover, students with disabilities will receive an appropriate education as required by their IEP.

We strongly believe in inclusion of all students, including special education students, in regular classrooms and that all students should have access to the same curriculum and materials as their peers. Extra assistance will be provided to special education students as required by their IEP. They will have the same resources available to them to improve their skills as their fellow students and will have access to the same curricular content. Furthermore, DACS will provide professional development to teachers and small class sizes that create an environment that supports learning for all students, including those with disabilities. We will diligently strive to ensure that our enrollment reflects an adequate number of special education students every year.

Every classroom will be staffed with a teacher that has certification in special education and a teacher with certification in general education and an ESL extension. In addition, the school will employ speech language pathologists and a Special Education Coordinator. For those students with IEPs that require related services, such as counseling, occupational, and physical therapies, the school will contract with either the student's school district of residence or a private provider.

Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified.

All students will receive academic assistance through a tiered system of interventions. A struggling student will receive Tier I interventions in the general education classroom that will include differentiated Instruction, flexible grouping and classroom accommodations.

A student who does not make sufficient progress with Tier I intervention will receive more intensive interventions and strategies to help him/her master the material presented in the classroom through Tier II interventions.

A student who continues to struggle will be referred to the Pupil Personnel Team (PPT). The PPT will develop a plan to employ more intensive, individualized interventions that will be provided in addition to what the student was provided in Tiers I and II. These interventions will be closely monitored to assess the level of support required for the student. A student who requires intensive individualized interventions to make any progress will be referred to the CSE for further evaluation.

This referral will include the four-page CSE Referral Form as well as all the data collected at Tiers I & II. Teachers will provide a progress report based on student performance and samples of student work. Conference results from meetings with the parent/ PPC will also be included in the referral.

DACS will ensure that the teachers of a student with a disability participate in meetings of the Committee on Special Education, and will have access to and understand their responsibility to implement the IEP. To achieve this end, the school will provide a substitute teacher(s) for the classroom teachers, so that they can participate in the CSE meeting. Also, the Special Education Coordinator will be responsible for attending each CSE meeting and ensuring that other special education providers, if appropriate and parents attend the CSE meeting.

To ensure that teachers of a student with a disability will have access to and understand their responsibility to implement the IEP, DACS will designate a Special Education Coordinator to oversee the provision of special education services in accordance with each child's IEP. The Special Education Coordinator position will be responsible for the following:

- (i) communicating on a regular basis with the CSE of each student's district of residence;
- (ii) coordinating special education referrals to the CSE;
- (iii) ensuring that the appropriate school staff members and parents participate in CSE meetings;

- (iv) reporting to the CSE regarding student's progress toward meeting IEP goals;
- (v) reviewing all students' IEPs;
- (vi) collecting student records from the CSE;
- (vii) maintaining and securing in a locked cabinet all confidential files; and
- (viii) coordinating the implementation of special education services as per the IEP with the school district, private providers, and the school's teachers, as appropriate.

In accordance with §4402 (7) of the Education Law, the Special Education Coordinator will ensure that all classroom teachers, speech pathologists and any related service provider who is responsible for the implementation of a child's IEP will be given a copy of the IEP prior to its implementation. In addition, the school will require that the copy remain confidential and that it cannot be re-disclosed to any other person, in compliance with IDEA and FERPA. Moreover, prior to the implementation of the child's IEP, the Special Education Coordinator will inform each stakeholder of his or her responsibility relating to the implementation of the IEP with respect to the accommodations, modifications, and supports required as described by the IEP.

Finally, in an effort to provide general information about special education, the Special Education Coordinator and consultants will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records, and discipline of students with disabilities. Please note that there will be no specific mention of any child's IEP.

DACS will have several structures in place to assure that students with disabilities of all levels are given appropriate instructional support. DACS will use Response to Intervention ("RTP") and Pupil Personnel Committees to support our students.

1D. Assessment

DACS will use data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions, the school must have a comprehensive assessment system that provides feedback on an on-going basis throughout the year and supports teaching and learning. DACS will establish a culture of excellence for every student. To accomplish this goal the school Principal, Director of Curriculum and Instruction, the support staff, and the classroom teachers will all work as a team on the school's mission and goals to help each student attain mastery in each of the four core content areas. DACS' assessment process will be comprehensive, rigorous and ongoing. These assessments will provide the school with absolute, value-added, and comparative measures of our students' achievement.

To that end, we will administer a criterion-referenced test (CRT), a norm-referenced test (NRT), and interim progress assessments. In a variety of different formats, teachers will develop a common understanding of expectations for student work and means of assessment. In both pre-service and regular in-service training sessions, actual samples of student work will be reviewed and discussed, to begin a dialogue that creates a common frame of reference. Specific assessment rubrics will be developed and used to provide a common framework for evaluation. These rubrics will be used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced.

Teachers will regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the administrative team and consultants. Student portfolios will also be used as a meaningful form of assessment; student work will be maintained in portfolios across grade levels. Teachers will have the opportunity to review student work at various times

throughout the year and assess development and progress in a variety of areas, both academic and non-academic in nature. The principal will be responsible for ensuring consistent expectations of student work and assessment across the school. Grade and subject specific team meetings will allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board.

In pre-service and in-service training sessions, all student assessments employed by the school will be reviewed in detail with the teaching staff. The Principal and Director of Curriculum and Instruction will discuss the content and format of the assessment tools to ensure the teachers have a clear and common understanding of the state learning standards, and the format in which they will be tested. This understanding of the assessments will allow teachers to design classroom projects which move students toward mastery while permitting teachers to ascertain throughout the year which students may need additional instruction or practice to meet proficiency standards.

It is our goal to use assessments judiciously and provide the classroom teachers with ample and ongoing professional development and feedback on all test results. The classroom teachers will grade all assessments on a timely basis and meet with the school's administrative team to strategize on how best to meet the needs of all students including the at-risk who may require further intervention and support. Classroom teachers will develop an intervention program along with the instructional support staff in collaboration with the school's administrative team to address identified needs and ensure that the necessary resources are provided to those students needing greater intervention. The instructional program will be adjusted accordingly.

Absolute/Comparative Measures

The school will administer all New York State assessments, which will allow the school to assess how well the students are mastering the State learning standards in absolute terms and in comparison to similar schools in the district. We will also use any other state mandated assessments that are phased in subsequent to the application submission. Below is a list of all New York State assessments that DACS will administer during the term of its first charter:

- Grades 3-6 New York State English-Language Arts Assessment
- Grades 3-6 New York State Mathematics Assessment
- Grade 4 New York State Science Assessment

Value-Added Measures

In addition, the school will administer the Stanford 10 to students in kindergarten, first, and second grades. This assessment will provide information about how students are progressing over time. It will be administered to all new students in the fall of their enrollment to establish an academic baseline, and then it will be given in the spring of each subsequent year to measure annual achievement gains. It also provides a comparison to a national norm. Other value added measures will include six week assessments, DIBELS and program embedded assessments.

DACS will use the Stanford 10 as the school cohort assessment for literacy and mathematics. It is an assessment which serves as a baseline indicator of student performance and is administered during the fall each year in grades K-2. It is a nationally normed test which is a valid and reliable instrument for measuring progress. DIBELS will be employed as a screening and progress monitoring tool for each of the five big ideas in beginning reading research (phonemic awareness, phonics, fluency, comprehension and vocabulary). A leveling system will be used to determine the instructional and independent reading level of children. DIBELS and the leveling system will give teachers the data they will need to formulate flexible reading groups for DACS' balanced literacy program. The six week assessment is a progress indicator administered in grades K-6 in the areas of ELA and Mathematics and grades 1-6 in the areas of Science and Social Studies. The six week assessment is a criterion referenced evaluation of the student's

ongoing performance as the curriculum is taught and mastered. These assessments are primarily a publisher developed system of evaluation aligned to the state standards and supplemented with teacher input. The outline for each of the six week evaluations in the four core subject areas will be determined at the beginning of the six week cycle when the scope and sequence is reviewed and accompanying expectations for curriculum and assessments are established, currently called 'backward design', beginning with the expectations and framing the instructional program to meet those expectations.

In addition to the NYS Standardized tests and the norm-referenced Stanford 10, DACS will administer several formative assessments to help teachers consistently monitor students' progress in both content and skill areas and determine which areas require further review. DACS plans to use the following formative assessments:

- DIBELS
- Running Records
- Program Embedded Assessments
- Six week assessments in the four core subject areas
- ELA Standards Based Observation Checklists
- Anecdotal Records
- Student developed thematic projects
- Samples of students writing including creative and response to literature and content

Special Education Assessment

All students with disabilities will take state assessments except in cases that the IEP developed by the CSE of the student's district of residence determines that such students cannot participate in regular state assessments. In these instances, the State Alternate Assessment (NYSAA) will be administered as required by law.

Please find below a chart summarizing all of the assessments that the school will administer.

Assessment	Subject	Grade(s)
New York State English Language Arts Assessment	English Language Arts	3-6
New York State Math Assessment	Mathematics	3-6
New York State Science Assessment	Science	4
NYSESLAT	English Language Proficiency	K-6
Stanford 10	English Language Arts and Mathematics	K-2
DIBELS	English Language Arts	K-2; additional grades to determine gaps in foundational reading skills
6 Week Assessments	All Content Areas	K-6
Running Records (Leveling System)	English Language Arts	K-6

Program Embedded	Mathematics	K-6
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When grades 7-12 are added, the school will administer all required New York State assessments, in particular the Regents examinations, which will allow the school to assess how well the students are achieving the State learning standards in absolute terms and in comparison to similar schools in the district. We will also use any other state mandated assessments that are phased in subsequent to the application submission.

In addition to year-end accountability assessments, the school will give assessments over the course of the school-year. Every 6-10 weeks, the school will administer brief formative tests that are aligned with the New York State Standards and, to the extent it is possible to determine, correlated with performance on the Regents exams. The school will undergo a review to identify an appropriate vendor from which to purchase or contract for design these assessments; however, if no vendor is deemed to have a suitable product or service, the school will design its own formative assessments. (The school will wait until close to opening to select a vendor for such an assessment, because the technology and vendors involved in this field change meaningfully from one year to the next).

The school will also administer unit tests provided by curriculum publishers to allow for content assessment and will provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school’s application for charter renewal.

These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge. Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular youngster’s need to be adjusted in real time each year, rather than waiting until end-of-year exams.

E. School Climate and Discipline

The Dignitas Academy Charter School will create and maintain a safe and orderly learning environment by implementing a discipline policy and student behavior management system that supports all students and the entire school community. Based on similar strategies utilized by KIPP and Achievement First Charter Networks, the school will use its DACS (Dignity, Achievement, Culture and Scholarship) value system to anchor and connect the school’s mission to its learning environment. DACS stands for:

- **D**ignity – students will recognize, understand and develop pride in all cultures including their family’s heritage.
- **A**chievement – There will be high expectations for learning and individual creativity and academic accomplishment.
- **C**ulture – Students will recognize and appreciate the contributions of their culture to the mainstream culture.
- **S**cholarship – Students will engage in scholarly learning. Specifically they will embrace the concept of educational excellence which will underscore their self-esteem as creative learners.

Each value emphasizes the expectation of proper behavior for students, parents and staff members. The value system will be communicated daily in morning routines, classroom time, school-wide assemblies and school signage.

School-wide Culture and Climate

DACS' key core values (Dignity, Achievement, Culture and Scholarship) set the academic and behavior expectations for the school. All students will be expected to come to school prepared to learn and to strive to become scholars and achievers. This expectation will be expressed in DACS' parent/student handbook, parent/student compact and open houses. To monitor school climate and safety, the school leadership team will routinely walk the school halls to ensure that there are minimum noise disruptions and that academic learning is not interrupted. Teachers will be responsible for monitoring and immediately addressing any inappropriate student behavior during class and classroom transition periods. Throughout the school halls, bulletin boards will display the student work, core values and expectations. This strategy will help remind students of their daily responsibilities and expectations of proper behavior practice.

DACS' mission and core values are built around the exploration of culture. We are committed to building a sense of pride of our school community, individual culture and the culture of other countries. We will teach students about dignity and respecting other cultures. We will offer opportunities for them to share their own culture with their peers through class discussions and school assemblies. A reinforcement of respecting individual and school culture will be displayed in every aspect of the school environment and students will consistently be rewarded with DACS dollars when demonstrating any behaviors which support DACS core values.

Students displaying all of the DACS values will be recognized during school assemblies. DACS' entire school community will participate in a weekly Friday assembly called the United Nations Meeting. The purpose of the assembly is to:

- Celebrate the "Culture of the Month" – DACS will select one class a month to celebrate the culture of its university's host country. The class can perform a song or skit; deliver a short presentation or display artwork related to the country's culture.
- Student Recognition - Students receiving the most DACS dollars per class for the week will receive school-wide recognition.
- Building and Maintaining School Culture – School leadership will provide an update on school achievements and areas in need of improvement such as infractions and attendance. Parents are also welcome to attend the UN meetings.

To assess and continuously improve school climate, it is important for the school leadership team to collect and analyze various types of data. DACS will analyze data collected from school environment surveys, behavior trackers, attendance rates and parent/teacher meetings. Utilizing this process will allow board members and the school leadership to identify weaknesses and strengths to create action plans to improve the school's environment.

In the Classroom

During pre-service, all staff members will participate in professional development sessions that will focus on the use of a positive behavioral approach, cultural sensitivity and promoting the DACS' value system. With a "tool box" of redirection strategies, each classroom teacher will be required to ensure that the classroom environment is orderly at all times.

One strategy that will be used in the classroom is "SLANT". This strategy has proven to be highly effective with teacher-student interactions. SLANT stands for:

- S = Sit up straight.
- L = Lean forward.
- A = Activate your thinking.
- N = Note key information.

- T = Track the speaker.

DACS will use the SLANT strategy to introduce and reinforce pro-social positive student behavior in the classroom. Commonly used in high performing charter schools such as KIPP, SLANT helps students learn how to use appropriate posture, eye contact, and metacognition, as well as effectively contribute to whole group instruction. Students will be rewarded with DACS dollars when they demonstrate use of all of the SLANT behaviors during the school day.

To integrate our cultural themes into the classroom, students will learn about universities around the world. Teachers will refer to their students as “scholars”, emphasizing our “Achievement” and “Scholarship” values. Each classroom will be named after an international university such as the Universidad (University of) de Sao Paulo and Oxford University. The Principal will work to establish partnerships with these universities to give students a real connection to the international education community. As our school grows to the middle and high school grades, partnerships with these universities will be valuable to students’ success. We anticipate building strong relationships with some of these universities to give our students an opportunity to travel abroad to visit these college campuses

Teachers will work with the Director of Instruction and Curriculum to create social studies and art projects that focus on culture and history of their university’s country. Students will have an opportunity to display this work on bulletin boards, hallways and at school-wide functions.

It is very important for teachers to consistently track and monitor student behavior. An electronic behavior tracking record will be given to each teacher to assist with record-keeping. Each classroom teacher will be responsible for entering DACS dollar amounts, behavior infractions and rewards into the school’s behavior tracking system. The Director of Instruction and Curriculum will analyze weekly classroom reports to identify chronic student behavior issues. She/he will then create a plan to support the student, teacher and minimizes classroom disruptions.

In addition to the electronic record, each classroom will have a behavior color chart, with a Blue/Green/Yellow/Red card displaying each student’s name, which will be on display in front of the classroom. On a daily basis, each student will begin on “Green”, which means that the student is displaying DACS’ values. Any student showing all four DACS values throughout the school day will have his/her card turned to “Blue”. These students will have an opportunity to earn special DACS dollars, which can be redeemed for special school trips and other incentives. If a student receives two or more infractions listed in the school’s discipline policy, the student’s card is turned to “Yellow”. Any student receiving four or more infractions in one day will have his/her card turned to “Red” and a behavior letter will be sent home.

As DACS adds middle and high school grades, each will have a modified version of the student behavior management system. DACS will implement age-appropriate policies and procedures such as an afterschool detention system, conflict resolution and mediation, and rewards such as overnight educational trips and book vouchers. These elements focus on the emotional and social needs of older students while reinforcing and maintaining the school’s culture.

Parents-As-Partners

At DACS, we are strongly committed to parent involvement by integrating them within the school community. In order to establish a Parent Teacher Organization and to facilitate an adequate level of parent involvement, we have created a full-time bilingual Parent Coordinator position. This staff member will facilitate meetings between families and the school staff and serve as the parents’ main point of contact on all school issues.

Parents of DACS' students will be asked to sign a voluntary Parent/Student Compact for Learning that (1) clearly states the mission, (2) articulates the school's focus on achievement and belief that everyone can meet high academic standards, (3) outlines expectations regarding work performance and conduct as well as penalties/escalation for non-compliance, (4) outlines expectations for parents' participation in monthly meetings, parent-teacher conferences, volunteer events and general support for their child's education and homework.

The Parent Coordinator will conduct monthly parent meetings and workshops. Parents who sign the DACS' Compact for Learning agree to attend these meetings, which will (1) keep families informed of school news and progress; and (2) provide a channel for school community feedback and input into programming. Parent workshops will focus on educational techniques and strategies to enhance parents' ability to support their children's learning achievements. Workshop topics include academic tutorials, literacy, information about community education services such as ESL classes and other relevant topics.

DACS wants to ensure that all parents, including Non-English speakers, are involved in our school community. We will create a welcoming parent environment by:

- Hiring a Parent Coordinator to assist parents
- Ensuring all materials sent home will be translated
- Using translators during parent conferences and meetings to ensure participation and engagement
- Having volunteers/staff greet parents in native language during morning drop-off/afternoon pick-up
- Inviting the President of the PTO to address the Board at meetings
- Teaching parents to read and speak to their children to develop their native language at home
- Inviting parents to visit classrooms and attend school performances
- Partnering with a local immigrant services community-based organization to conduct workshops for parents
- Developing a classroom video library to be used during parent training seminars to provide parents with a knowledge base on: classroom protocols, educational instruction, teaching strategies, positive behavioral techniques, curriculum goals, homework assignments and school wide expectations.

In addition, the school will have a dedicated space for parents. This space will send a clear message that our school is a place where our students' families will be welcomed and encouraged to be involved. This space will be a set location in the school where families can go to find information relating to school news, family workshops, or community bulletins. Information posted in this space will be available in English and other languages.

II. ORGANIZATIONAL PLAN

A. Governing Body

The Dignitas Academy Charter School's Board of Trustees will have no fewer than nine and no more than thirteen members. Six founding Board members have been identified. The Board is currently searching for additional board members including a community member to occupy the remaining vacancies. The Board will meet on a monthly basis during the school year (September through June). The Board's committees will meet as necessary to fulfill their obligations, but a minimum number of meetings will be in accordance with charter school law regulations.

Following the approval of DACS' application, formal Executive, Academic and Finance Committees will be formed. Dignitas Academy Charter School's Founding group member Paul Rosen will serve as the

Board's president; the lead applicant, Dr. Ellenmorris Tiegerman, will serve as the Board's Academic Committee's chairwoman; the Finance Committee's chairperson will be elected from the initial trustees. The Board will nominate a vice-president, a treasurer and a secretary at a later time.

The Board's chairman, Paul Rosen, will be responsible for the oversight of the Board and its committees. Mr. Rosen has the authority to delegate the oversight of committees to the committee's chair.

Trustee recruitment and selection process and criteria

Should a member of the Dignitas Academy Charter School's Board of Trustees resign from their responsibilities, the Board will look to replace that Board member with someone of equal or greater qualifications. The remaining members of the Board are free to suggest acquaintances they know to fill the position. Additionally, the Board will solicit suggestions from the school's staff and parents, local community leaders and active professionals from Community School District 30.

In general, Board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in New York City. All Board members must be willing to dedicate the necessary time and energy to ensure effective oversight of the school. As previously demonstrated, the Founding Board includes individuals with expertise in finance, accounting, law, education (including curriculum and instruction) and fundraising. We will seek to maintain this diversity of skill sets to ensure the future success of our school.

New trustee orientation process

All new Trustees will receive training and orientation on how to be an effective Board member, including in-depth knowledge of the school's mission and goals. Members of the Board of Trustees as well as school staff members will meet with new Board members to ensure that the orientation training has achieved its desired goals. If the new Board member is filling a position that requires direct interaction with a member of the school's staff (i.e., the relationship between the chairperson of the Finance Committee and the school's business manager), adequate meeting time will be set aside so the new Board member understands the intricacies of the relationship.

Board Responsibilities

The Board will be responsible for identifying and hiring the School's Leader. The Board intends to reach out to organizations, including the NYC Charter Center, Building Excellent Schools and New Leaders for New School for recommendations. Additionally, advertisements will be placed in education publications, as well as on websites such as idealist.org and gothamschools.org. Finally, the Board will speak with educational institutions, such as Columbia University - Teacher's College and the New York University School of Education for recommendations for a highly qualified school leader.

The Academic Committee will work closely with the School Leader to focus on program planning, curriculum and professional development, and fulfillment of the school's Accountability Plan. Members of this committee will be expected to actively meet with the school leader to discuss the academic program and its full implementation including student outcomes, certification status of staff, implementation of the Consolidated Application and any problems as identified. This committee will conduct regular walk-throughs of the school and provide a report at each Board meeting. They will be charged with overseeing the hiring of the School Leader and will make recommendations to the full Board on the School Leader's performance throughout the year.

The Board will hold the School Leader to the highest standards for ensuring the school's mission and goals are met. He/she will be formally evaluated twice per year. The first evaluation will coincide with the conclusion of the second semester. The second evaluation will come at the end of the school year.

Should the Board feel the School Leader is not performing to the level expected, the Board will have a conversation and discuss the areas in which there needs to be improvement. Should the Board remain unsatisfied with the school leader's performance, it will seek a replacement for the position in question and act accordingly.

B. Founding Group Composition

The Founding Group

The members of the Founding group of Dignitas Academy Charter School have a depth of experience and expertise as educators, school administrators, researchers, philanthropists, nonprofit trustees, business people, school Board members and accountants. The lead applicant, Dr. Ellenmorris Tiegerman successfully founded the School for Language and Communication Development over 25 years ago, which has grown to serve 450 students in 3 locations. Additional experience and qualification information can be found in Attachment 7.

Board Meetings

The Board will create a calendar of meetings prior to the start of the school year. This calendar will be posted on the school's website and hallway bulletin board as well as published in the parent/student handbook.

If a Board of Trustees meeting is scheduled at least one week in advance, notice of its time and place and conspicuously posted in one or more public locations at least 72 hours before the meeting. The Parent Coordinator will also backpack a meeting announcement. If a meeting is scheduled less than one week in advance, DACS will set-up an automated phone call announcing the time and place of the meeting, backpack flyers will be sent home to parents and posted in one or more public locations at a reasonable time before the meeting. The provisions in this section are subject to the Open Meetings Law of New York. To the extent of any conflict between any provision of these Bylaws and the open Meeting Law, the Open Meetings Law shall prevail and control.

The Board's Secretary shall keep the minutes of all Board of Trustees' meetings. He/she shall be custodian of the corporate record. He/she shall see that all notices are duly given in accordance with the provisions of the Board's Bylaws and as required by law. He/she shall perform all duties incident to the office of secretary and such other duties as may from time to time be assigned by the Board of Trustees. A copy of each Board meeting's minutes shall be kept in the school's main office.

C. Management and Operation

The school management team will consist of the School Leader (Principal), Director of Curriculum and Instruction and the Director of Operations. The Principal is the educational leader of the school and as such will be responsible for creating a challenging learning environment with high academic and social expectations for every child. The Principal will be evaluated by the Board of Trustees based on his or her ability to deliver on the following responsibilities: supervising classroom instruction and student achievement; supervising the health, safety and behavior of students; supervising and evaluating teachers and staff, including the Director of Curriculum and Instruction and Director of Operations; monitoring student enrollment and attendance; and fostering a strong partnership with parents and the community.

The Director of Operations will report to the Principal and will be responsible for all financial, operations and business affairs of the school. The Director of Operations will fulfill the following responsibilities: managing the operating budget, procurement and maintaining financial records; planning, coordinating, and supervising the day-to-day school operations; supervising the custodial and building maintenance staff; overseeing health, food service and student transportation; and performing general business administrative duties.

The Director of Curriculum and Instruction will support the school's academic program. He/she will report directly to and be evaluated by the Principal on his/her ability to deliver on the following responsibilities: development and implementation of curriculum, instructional, and assessment programs; assisting with the monitoring and reviewing of teachers, teacher assistants and other academic support personnel in their role and function as related to instruction, student behavior and school management; assisting with the recruitment and interviewing of new staff; and monitoring and assessing the progress of students in order to make recommendations for instructional changes.

C.1. Charter Management Organizations

We do not intend to contract with a not-for-profit charter management organization. *Skip to the next section.*

D. Staffing and Human Resources

Recruiting talented staff members will be crucial to DACS' success. In order to attract the best staff the school will offer competitive salaries and benefits as well as mentoring opportunities for outstanding teachers. Where possible, we will hire staff members that have worked and/or lived in urban communities and can better relate to our target population.

We will broadly advertise our available positions in a variety of forums, including prominent websites, education publications, universities, and academic associations. The Principal will work with SLCD to establish partnerships with organizations such as Teach for America, Math for America, Urban Teaching Corps and others to hire the best teachers. The teaching staff will become well-versed in best teaching practices through continuing education, teacher training and intensive professional development.

The principal, SLCD and members of the Board's Academic Committee will work in conjunction to ensure that the school is staffed with highly qualified and certified teachers and staff. This team will mentor an exceptional teaching staff by recruiting and hiring individuals with:

- a strong undergraduate and graduate education
- a passion for helping students attain high standards
- consistently exceptional professional evaluations
- teaching awards and other professional honors from parent groups, local businesses, and educational partnerships
- outstanding references from peers, employers, and parents
- certification or highly qualified status in accordance with NCLB requirements
- a minimum Bachelor's degree (B.A.), working towards a Master's degree
- special education and ESL certification
- a preference for bilingual educators.

In accordance with § 2854(3)(a-1) of the statute, DACS' teaching staff will not include more than 30% or five teachers, whichever is less, without certification. Any such non-certified teachers shall fulfill the requirements set forth in Education Law §2854(3)(a-1) and shall be 'subject based competent' in accordance with the federal No Child Left Behind law.

The Principal will create a school environment in which teachers collaborate, share best practices, strategize together and grow as professionals. DACS has very high expectations for its teachers' commitment to educational excellence. Teachers will receive ongoing support through professional development opportunities, collaborative planning times and an open door policy with the principal and the Board. All teachers will attend pre-service trainings prior to the beginning of school to ensure

consistency in instruction and culture from the first day of school. Throughout the school year, teachers will participate in Friday school-wide professional development, targeted to the ongoing needs of the school. During weekly collaborative planning times, teachers will meet with grade and subject teams to strategize on using data to substantiate and improve instruction. During data team meetings, teachers will use classroom assessments to validate student learning to ensure students are mastering skills or require more instruction.

Consultants from SLCD will assist the Principal with teacher performance evaluations through various mechanisms such as student data, informal/formal observations and peer evaluations. Teachers will be observed weekly and given formal reports at least once a month. Additionally, the Principal will informally observe teachers during the week and verbally communicate feedback between lessons. All informal and formal observation comments will be reviewed during “open office hours” at least twice a month. Teacher excellence will be recognized by means of merit pay incentives at the end of the school year.

E. Student Recruitment, Enrollment, and Evidence of Demand

The Dignitas Academy Charter School’s admission policy is nonsectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender and/or disability. Any child who is qualified under New York State Law for admission to a public school is qualified for admission to DACS. The school will ensure compliance with all applicable anti-discrimination laws governing public schools including Title VI of the Civil Rights Act § 2854(2) of the New York State Education Law, governing admission to charter schools. With approval, DACS will offer a lottery preference for students who test as English Language Learners and whose native (home) primary language is Spanish.

The Dignitas Academy Charter School will execute a strategic recruitment plan that will reach all families in Community School District 30. This plan will ensure that the student body is reflective of the community school district’s population. Our team will:

- contract with Vanguard direct mailing service to distribute marketing materials in English and Spanish to families of CSD 30
- host informational sessions with local elected officials such as Council member Julissa Ferreras and Senate member Jose Peralta to present information about the school and distribute applications
- create a website and Facebook account for Dignitas Academy Charter School. Applications and marketing materials will be available for downloading and printing
- distribute applications at community events and education workshops
- set-up information tables at community based organizations, museums and other cultural institutions to make applications and marketing materials available to visitors
- distribute applications in public housing developments and local apartment complexes
- present information to the local Community Board and Community Education Council 30 to inform the community at large about the opening of the school

Currently, there are 4 charters serving 1,700 students in CSD 30: Voice Charter School, Growing Up Green Charter School, Renaissance Charter School, Our World Neighborhood Charter School. Charter students account for less than 5% of the public school students in the district. With the underperformance of the district’s schools in the area, particularly for ELL students, the need for more quality schools of choice – and the demand among CSD 30 families – is clear.

ELLs citywide are being consistently underserved. An article in the Wall Street Journal on March 15, 2011 opens with the assertion that “more than a third of NYC students who entered first grade in 2003 identified as English Language Learners would not pass an English-language proficiency test last year

when they were in the seventh grade.” Later, the article states that “In general, English language learners perform more poorly than the rest of the population.” DACS will be a viable alternative for those students.

With so great a need for an ELL-focused model and so few quality school options currently available, we are confident that the families of CSD 30 will respond favorably to the creation of the Dignitas Academy Charter School

F. Community Involvement

Parent and community involvement is essential to the school’s success. The Dignitas Academy Charter School’s Parent Teacher Organization will serve as the collective voice of the parent community and will assist with parent involvement activities. Further, the leader of the Parent Teacher Organization will provide updates and feedback at the monthly Board meetings to ensure a clear and formal line of communication between the parents and the Trustees. The school’s management team and parent coordinator will analyze information collected through parent meetings and annual parent surveys to modify school policies and programs to ensure that parents’ ideas and concerns are reflected in the educational design of the school.

The Dignitas Academy Charter School will partner with community organizations within CSD 30 in order to take advantage of existing networks when conducting outreach in the community. The lead applicant has received letters of interest from the following community organizations: Ecuadorian International Center, First Baptist Church of Corona NY, Flushing Meadow Soap Box Derby, M.C. Provisions for Human Services and the Queens Library’s Langston Hughes Community Library & Cultural Center. These partnerships are critical for our parent involvement program. The Parent Coordinator will seek workshop advice and support from these partners.

F.1. Joint Application

Rationale for the SLCD Partnership with Dignitas Academy Charter School

The School for Language and Communication Development has established an extraordinary educational track record over the past 25 years. SLCD has an extremely successful and validated instructional methodology in serving linguistically and culturally diverse students from Long Island and New York City. As a result of its experience, SLCD has an educational model which can be used to support the development of DACS. The members of the Founding group and Board have all been involved in academic, educational and/or business contexts which can contribute to the successful start-up of the Dignitas Academy Charter School.

Board Development: The members of the Founding Board who will become members of DACS’ Board of Trustees have had leadership roles on SLCD’s Board of Directors. They have participated and chaired Development, Finance, Events and Executive Board Committees. They have received extensive training on their roles and responsibilities relative to school Board governance through Cause Effective Inc. The Founding Board will ensure that DACS’ Board of Trustees will be comprised of individuals who have the community and business expertise needed to successfully oversee a charter school. SLCD’s Board of Directors is responsible for raising approximately \$400,000 a year from events, grants, and donations. Fundraising success and Board effectiveness are critical factors that will contribute to the successful start-up of DACS.

Community Planning and Outreach: The lead applicant has contacted many Legislators: Councilwoman Julissa Ferraras, Senator Jose Peralta and others, as well as community-based organizations to obtain their support and determine their interest in developing a network of community members who plan to become involved with the charter school.

Leadership, Identification and Training: Administrators at SLCD have trained many effective school leaders. As a result of its extensive experience, SLCD has developed a process to identify and to train potential school leaders. Administrators at SLCD will provide professional development and coaching to the leadership team, particularly during the start-up phase at the Dignitas Academy Charter School. SLCD will be responsible for assisting the Board of Trustees in interviewing and selecting the senior management team at DACS.

Professional Development and Instructional Supports: Dr. Christine Radziewicz and members of her educational team will provide direct instructional supports to school leaders and teachers to facilitate the development of effective instructional methodologies to improve student learning outcomes. Professional development and administrative coaching will take place on a weekly basis every Friday afternoon when students are dismissed at 1:45. There will be a school wide plan which is developed focusing on the strengths and needs of each educator in the building. The educational staff will receive training on learning rubrics, language scaffolding, differentiated instruction, lesson planning, and effective teaching strategies.

Dr. Concetta Russo from St. John's University will provide training on developing curriculum maps that can be applied to every subject area, reading methodologies which are phonetically based, and RTI methods of assessment. The emphasis will be on developing specialized methodologies that effectively address the needs of ELL students. Dr. Russo will be on site at the Dignitas Academy Charter School also on a weekly basis to meet with teacher teams and observe classroom instruction.

Both Dr. Radziewicz and Dr. Russo will develop a teacher assessment model which will provide feedback to administrators and teachers on the effectiveness of their instruction. Teachers will be formally evaluated with the intention of providing meaningful feedback that will improve student learning outcomes.

Fundraising and Development: SLCD has extensive experience in raising funds for educational programs and equipment. Dr. Tiegerman will assist the Board of Trustees and school administrators to identify potential donors and foundations. She will work with the Parent Teacher Organization to network within the community to raise awareness about the Dignitas Academy Charter School and to fundraise for supplies and materials.

Parents as Partners: Dr. Tiegerman will also work with school administrators to develop a parent training program which meets the needs of this linguistically and culturally diverse community. Parent training classes and seminars will be scheduled on a weekly basis to engage parents and ensure that they are active partners in the educational learning of their children.

The Collaborative Teaching Model: Dr. Christine Radziewicz and her team will provide instruction on the utilization of a collaborative teaching model within classrooms. The emphasis here will be on the development of an ELL focused teaching model that has a collaborative framework. Collaboration assumes an interactive process that enables teachers with diverse expertise to generate creative solutions to mutually defined problems. At SLCD, collaborative teaching is a cornerstone of the educational success of the program. SLCD's collaborative teaching model ensures that stakeholders such as: parents, teachers, administrators and students are all part of the educational decision-making process. Parents will also receive training during weekly seminars about the use of this model so that they can more effectively participate in educational decision-making. Parents, teachers and administrators will receive training in collaborative decision-making: a process which includes mutual goals, shared participation, shared respect and shared accountability. Parents and teachers will work very closely to develop an understanding of and profile for each child as a learner and a scholar.

Technology: Technology will be a critical part of all areas of educational instruction. The partnership with SLCD will provide the foundation for DACS to develop an educational model which focuses on the needs of second language learners. Technology will be integrated into DACS’ curriculum and it will also play an important role in individualizing student instruction. For example, software programs which address underlying phonological skills have been seminal in helping beginning readers make sound symbol connections; this is particularly an issue for second language learners. As students progress through the grades, technology will help to advance them to develop higher ordered academic concepts.

Through technology, students will learn to integrate and connect the factual information they learn in the classroom with real world events. Technology will be the thematic thread that links all academic subjects to experiential learning which will provide a mosaic of understanding across the curriculum. Students will also develop their technology skills to become independent learners in order to expand their understanding of topics that are of particular interest to them.

As scholars, DACS’ students will be encouraged to self-monitor, self-regulate and make decisions about their own learning. This will provide DACS’ students as second language learners with the opportunity to accelerate their learning and “catch up” to their English-speaking peers.

DACS will also utilize an RTI approach to monitor the learning of students in Tier I, Tier II, and Tier III. Students will be provided with the opportunity to develop skills that require extra time on task. For those students who present as accelerated learners, technology will facilitate curriculum compacting and reduce the amount of repetitive instruction that a student often receives.

Technology will provide students with alternative assignments and self-directed learning. The data generated by means of technology will be instrumental in individualizing student learning by: a) making educational decisions about future instruction, b) assessing ongoing student learning, and c) validating student progress.

III. FINANCIAL PLAN

A1. Charter School Budget and Cash Flow Template

The budget that Dignitas Academy Charter School is submitting represents a conservative approach to our initial charter term. We know that there are many unpredictable factors at play when looking out over five years and we have created a conservative spending plan that is lean enough to endure unforeseen challenges that may arise, whether they be a student population that requires greater-than-average levels of support services, a change in charter funding policies or an unplanned major capital expense.

The school’s priorities are reflected clearly in its budget – we have placed a clear emphasis on focusing spending in the classroom. A low student-teacher ratio, highly qualified teachers and strong instructional leadership are hallmarks of our model that are evident in our spending plans.

Revenue assumptions are conservative. With the current outlook for New York State’s fiscal environment, we have presumed a per-pupil allotment of \$13,527 that holds constant for the entire initial charter term. Assumptions about expenditures are realistic and conservative: 2% annual cost increases for staff, a purposeful growth in overall employment and materials costs that increase proportional to the schools enrollments.

The Founders are aware that one of the major challenges for charter schools in their first year can be cash flow constraints. We will avoid this challenge in a couple of key ways. First, we will backload

expenditures to the extent possible and make purchases on an as-needed basis throughout the first year, rather than all up front. Second, we will avoid the temptation to overreach with the first year's budget. There are a number of positions that we will avoid filling until later in the charter term to ensure that we are not overburdened with expenses during the first year.

We have assumed full enrollment throughout the life of the school. While we are very confident that the school we have designed meets a critical community need and will be in high demand, we have also budgeted conservatively so that fluctuations in enrollment due to natural student mobility will not represent a serious threat to the school's solvency.

Fundraising is an unavoidable reality for any charter school. In this area, DACS's affiliation with the School for Language and Communication Development will be a major asset. Where new schools often struggle to raise funds because they lack a track record of success, DACS will be able to leverage the multiple decades of success that SLCD has had in building the credibility of its instructional model, leadership team and Board. Although the Founders have presumed very conservative fundraising for the initial charter term, we will in fact be aggressively seeking philanthropic support and we expect to have considerable success.

(A2. Budget Information for Applicants Applying for a Charter School Program (CSP) Grant - Eliminated from Application by NYSED)

B. Financial Management

The school's Founders take very seriously their stewardship of public funds and will ensure that a clear segregation of duties exists to make sure that public money is spent efficiently and with integrity. The school's Founding Board will implement rigorous financial policies and will hold the school's management responsible for their implementation.

The Chair of the Finance Committee of the Dignitas Academy Charter School's Board of Trustees will work with the school's Director of Operations to collaborate on drafting the school's budget, identifying the school's needs and making financial decisions that ensure the school remains a fiscally sound institution. The school's Director of Operations will be the employee primarily responsible for the day-to-day implementation of the school's fiscal policies. The Director of Operations will be a critical early hire for the school and will be integral to the development of a culture of efficiency and fiscal responsibility. In addition to the Director of Operations, the school will hire a Bookkeeper to assist with fiscal responsibilities. The Director of Operations and bookkeeper will work closely with the school leader to identify any financially problematic issues that may occur.

This team will communicate regularly, through a series of bi-weekly phone calls, to discuss the school's financial status. In addition to the bi-weekly phone calls, the Finance Chair will ensure that the Finance Committee receives weekly reports on financial issues. The Finance Committee will be comprised of Board and planning team members with expertise in finance, which will meet monthly to discuss the school's fiscal health. He/she will also present a monthly financial report to the Board at their monthly meeting.

A budget for each school year will be presented to the Board, voted on, and approved prior to the beginning of each fiscal year (July 1). The Director of Operations will work closely with the Board's Finance Committee to ensure the school's best interests and needs are being addressed in the school's annual budget.

At the mid-way point of each fiscal year, the Director of Operations will meet with the Finance Committee to ensure the projected budget is meeting the reality of the school's operational costs. If the

group discovers the budget is significantly off from the actual expenditures of the school, the Director of Operations will create a new budget with the Board's Finance Committee Chair to ensure fiscal solvency and long term financial health. This new budget will be presented to the school's Board of Trustees and put up for a vote.

The school will adhere to the provisions of Section 2854(2) of the Education Law to determine enrollment eligibility. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful.

The Director of Operations and bookkeeper will attend school operations training sessions offered by the NYC Charter Center and NYCDOE. These training sessions will ensure that all of DACS' policies and tracking procedures are sound and aligned to state regulations. As students are enrolled, the bookkeeper will record and monitor information about their attendance, free/reduced-price lunch eligibility and IEP or LEP status in a secure online records system, such as Powerschool. DACS will ensure that the school's bookkeeper receives sufficient training in the use, maintenance and security of that system. Part of the school's annual audit will be to check for the security and completeness of student records, the results of which will form a significant part of the evaluation process.

To prepare DACS to meet its insurance, annual audit, annual financial report and other key financial management obligations, the school will annually be audited by a fully licensed CPA with experience with charter school financials at the close of each fiscal year. The audit will cover, but not be limited to, the school's yearly financial reports, internal fiscal controls, internal records controls and segregation of duties. The annual audit will be used by the Board as evidence of management's implementation of appropriate controls and will be one of the key documents used to hold school management accountable for their performance.

C. Facility

Dignitas Academy Charter School intends to seek 2-year incubation space in a NYC Department of Education facility in CSD 30. The Founders have already begun working with the NYCDOE to identify suitable facilities and lay the groundwork for a co-location. As an ELL-targeted charter school, the DACS model is one that the DOE has expressed support for in the past. The Founders are confident that DACS will represent an asset to the community and its placement will be supported by key policymakers.

In year 3, DACS anticipates moving into a private facility in CSD 30. We have allotted \$300,000 in the 3rd year of the initial charter to begin rent payments and have a significant projected net income after the 2nd year of the term that will be used to cover facilities acquisition and improvement costs. The budget submitted with this charter application plans for the likely placement of the school in a public school facility for the first 2 years of operation.

If unanticipated events require the school to look elsewhere for space, we have a detailed contingency plan. The school has designed a contingency plan that will enable us to accelerate the move into private space into the first year of operation. Working with the real estate brokerage Richard Ellis, we would leverage the long-standing relationship that DACS' partner organization, the School for Language Communication and Development, has with the diocese of Brooklyn and Queens (SLCD currently leases several properties from the Diocese) in order to secure a space in a closing parochial school at extremely favorable terms. In this way, we would be able to pro-rate the school's rent to its growth in student enrollment and only pay what we are able to afford.

If we were obliged to rent private space, then (assuming a typical charter’s total facility cost [rent, utilities, janitorial and security] of about \$2,300 per pupil) we would incur additional costs of about \$400,000 in Year 1. We would fundraise intensively, reduce the scope of our early grades co-teaching model and push for greater efficiencies in school administration in order to bear the expenditure of the private space.

Again, we do not anticipate the need to acquire a private facility. Should such a situation become unavoidable, however, the Founders have the appropriate contingency plans in place.

D. Transportation

In accordance with Education Law §3635, Dignitas Academy Charter School will offer transportation services to all eligible students. DACS will work with the NYCDOE Office of Pupil of Transportation (“OPT”) to obtain the same transportation arrangements for its children that the district provides to all nonpublic school students. If a student is not eligible for such transportation, the parent will be notified immediately and informed that he/she is required to provide their own transportation to/from school.

According to New York State Education Department guidelines, all non-public schools including charter schools are entitled to receive 180 days of transportation services. A request for transportation services over the required 180-day limit requires schools to provide reimbursement for the additional services. Since DACS will offer a 200-day school year, we will create an alternate bus service schedule and a budget to pay for services for non-DOE school days (for example, for some schools that choose to close or open on certain religious holidays). To initiate alternate transportation services, DACS will submit its request to a DOE-approved independent vendor such as Atlantic Express to provide yellow bus services. Additionally, the school will work with the NYC Metropolitan Transit Authority to ensure that students have transportation options available for the additional school days.

The Director of Operations and bookkeeper will attend OPT training sessions to learn how to fully utilize the Non-Public Schools Information System (NPSIS). If additional support is required, the school will contact CSD 30’s OPT Transportation Account Manager for further assistance.

E. Food Service

The Board expects to contract with the NYCDOE’s Office of School Food & Nutrition Services to provide food services for Dignitas Academy Charter School. The school will participate in the U.S. Department of Agriculture’s school breakfast and lunch program, which provides free or reduced price lunches for children of low-income households. Students not eligible for free or reduced lunch status will be required to pay full price. Alternatively, a child could choose to bring meals from home.

The school will try to secure a facility that has a working kitchen, equipped with appliances that can be used to heat and store food. In the school’s proposed budget, we have allotted \$63,000 in the first year of operation in order to ensure that food service can be provided without interruption in the event that meal reimbursements are delayed or to cover those students’ meals who are unable to pay.

F. Insurance

Based on figures from other charter schools in NYC, Dignitas Academy Charter School has budgeted \$30,000 to cover insurance expenses for year 1. This amount increases each year to cover the additional 72 students. The school anticipates the following insurance coverage:

- Directors and Officers with limits of five million dollars (\$5,000,000)
- Commercial liability with limits of one million dollars (\$1,000,000)
- Business auto with limits of one million dollars (\$1,000,000)
- Professional liability with limits of one million dollars (\$1,000,000) per incident, aggregate two million dollars (\$2,000,000)

- Employee dishonesty with limits of one million dollars (\$1,000,000) per incident and forgery and alteration with limits of one million dollars (\$1,000,000)
- Umbrella with limits of one million dollars (\$1,000,000) per incident, aggregate five million dollars (\$5,000,000)

G. Pre-Opening Plan

<i>November 2011</i>		
Category	Action	Responsibility
Teacher Recruitment; Technology Procurement	Review job descriptions to identify skills, experience, education requirement and fit with student and community need; Review budget and determine salary range for position; Begin E-Rate application process	Principal
Facilities Selection	Finalize Facility Needs with NYCDOE Office of Portfolio Planning	Principal/Board Chair/SLCD
<i>December 2011</i>		
Category	Action	Responsibility
Student Enrollment	Be familiar with student recruitment information in start-up manual, charter application, etc.	Principal
<i>January 2012</i>		
Category	Action	Responsibility
Student Enrollment	Establish recruitment team consisting of board members and volunteers; Distribute flyers and applications in the community	Principal/Dir. of Ops
Student Enrollment	Create flyers, brochures applications, information kit, etc.	Dir. of Ops/Consultant
Student Enrollment	Contract with vendor service to translate materials into the languages that reflective Community School District 30's population; Send direct mailing of applications and information kit to parents who signed the charter application petition	Dir. of Ops
Board Development	Develop board calendar including first meeting after charter is issued; Apply for tax-exemption – 501(c)3 status; Review charter legal compliance; Secure facilities	Board Chair
<i>February 2012</i>		
Category	Action	Responsibility
Staff Recruitment	Verify exact number and types of positions to be filled throughout the school	Principal
Staff Recruitment, Student Enrollment, School Operations; Facilities Selection	Create job posting advertisements; Place advertisements in local newspaper; Place advertisements for school opening (students) in local papers; Receive charter applications, create a file, enter into a database for tracking purposes; Send confirmation notices to parents; Organize community information sessions; Send initial letter to Office of School Food & Nutrition Services; Complete ATS Access Request form; Complete process for getting ATS access or Begin process to acquire SIS system	Dir. of Ops
<i>March 2012</i>		
Category	Action	Responsibility
Staff Recruitment, Student Enrollment, School Operations	Receive resumes and create a file for each open position. File all resumes alphabetically. Keep all resumes and application on file for one year; Announce, date, time and location of lottery; Continue to send confirmation notices to parents; Continue to receive applications, create a file, enter into a database for tracking; Request for nursing services	Dir. of Ops
Staff Recruitment	Maintain an applicant log or database for tracking candidates; use it as a resource for follow-up; include the applicants name, address, home phone number, position she/he applied for and the date the resume was received	Principal
Staff Recruitment, Student Services	Determine employee benefit package, including retirement; Update employee manual; Begin development of Student Handbook, Begin planning for student orientation meetings (June and August)	Principal/Dir. of Ops
Facilities Selection	Update SED on facilities status	Board Chair/Principal
Financial Services	Prepare operating budget based on development budget; Policies and procedures regarding purchasing have been established	Board - Finance Chair/Principal
Financial Services	Create financial reporting process	Principal/Dir. of Ops
Financial Services	Set up local banking services	Board Chair

Financial Services	An accounting system with internal controls is in place; Fiscal policies have been established	Board - Finance Chair/Principal/Dir. of Ops
<i>April 2012</i>		
Category	Action	Responsibility
Staff Recruitment	Continue to receive resumes and create a file for each open position. Continue to maintain an applicant log or database for tracking candidates; use it as a resource for follow-up; include the applicants name, address, home phone number, position she/he applied for, and the date the resume was received, Forward resumes and log to Principal;	Dir. of Ops
Staff Recruitment, School Operations	Review cover letters and resumes to eliminate candidates who do not meet job requirements, including poor writing skills, etc; Select and interview candidates for phone interview; Call candidates to confirm dates and times; Interview finalists candidates/model lesson; Begin work on tentative Master Schedule based upon Charter Application; If shared space plan is approved, begin discussions of use of shared spaces (Gym, Cafeteria) and their impact on Master Schedule; Begin discussions on traffic patterns and bell schedules if shared space plan is approved; If in shared space begin discussions regarding bell schedules for the fall.	Principal
Student Enrollment, Financial Services	Application period ends; Conduct lottery and select students as per charter application if necessary; A payroll system has been established	Principal/Dir. of Ops
Student Enrollment	If lottery was conducted, establish a waitlist; Notify parents of lottery outcome; Continue to receive charter applications, create a file, enter into a database for tracking; Continue to send confirmation notices; Report the number of students and grade levels, as needed; Ensure that OPT routes handicapped students and provides metro cards for all other students that meet DOE requirements;	Dir. of Ops
Curriculum & Supplies	Create curriculum material, equipment and furniture order based on estimated students and teachers	Principal/Dir. of Ops/ Consultant
Curriculum & Supplies	Issue purchase orders for curriculum materials textbooks, grade level trade books, Science equipment and chemicals	Dir. of Ops
Student Registration	Identify a process for receipt of student records from district: determine prior districts of students; contact prior districts for records; ensure receipt of special education records; ensure receipts of student achievement records; Collect all registration materials from family (after lottery); Keep checklist of all missing pieces (after lottery); Follow-up with families to collect all missing pieces before school starts; Complete OPT form "Request for Transportation Services"; Enter all students into ATS or NPSIS and Scheduling SIS; Begin to identify students with special needs. Review IEP requirements of special needs students and their impact on Master Schedule.	Dir. of Ops
<i>May 2012</i>		
Category	Action	Responsibility
Staff Recruitment	Complete Fidelifacts clearance and fingerprinting	Dir. of Ops
Staff Recruitment, Staff Development	Check three employment references; keep documentation that includes: the name of the person completing the reference check; the date the information was received; name and position of person providing information about applicant; and comments made by the person; Confirm top candidates credentials; Hire candidates, subject to final Board approval; Contact the finalist to offer position (if accepted, send an employment contract or offer letter to the new hire); Mail thank-you letters to all candidates who were interviewed; Secure dates, locations, participant guidelines and registration process for teachers' orientation and training	Principal
School Operations	If in shared space, finalize the use of shared spaces (Gym, Cafeteria) and their impact on Master Schedule; If in shared space finalize traffic patterns; If in shared space finalize bell schedules for the fall.	Principal
Technology Procurement, Staff Recruitment, Student Services, School Operations, Parent Services	Create technology equipment schedule based on estimates students and teachers; Issue purchase orders for technology equipment, including wiring and phone systems, computers, fax and copy machines (follow all bidding guidelines); Distribute copies of signed contracts to the new hires; Ensure that OPT routes students; PA System or Alternative Walkie-Talkie system ordered; Request and receive training on the use of ATS List Notice Functions; Ensure that parent manual is updated	Dir. of Ops
Financial Services	Conduct training on budget	Principal/Consultant

Financial Services	Ensure that start-up funds are sufficient to carry the school through until the first per-pupil payment arrives; Ensure a staff person has been assigned primary responsibility for all fiscal matters	Board - Finance Chair/Principal
School Operations	Secure dates and locations for parent and student orientation sessions	Principal/Dir. of Ops
<i>June 2012</i>		
Category	Action	Responsibility
Student Services, School Operations, Facilities Selection	Set registration deadline, no later than June 30, 2012; Send registration packet to parents; Contact wait-listed students as accepted students decline; Confirm List Notice Admissions on ATS; Finalize Student Course requests based upon information on student records; Construction - On-site delivery, assembling and connecting components; Construction - On-Site finishes	Dir. of Ops
Staff Development, School Operations	Establish summer/fall site training schedule; Finalize Master Schedule	Principal
Staff Development	Develop training modules consistent with charter application; Secure dates, locations participant guidelines, and registration process for staff orientation and training; Inform teachers about requirement to attend training and provide conference brochures and registration forms; Customize and distribute to teachers site training memo detailing participation requirements and logistics of site training activities	Principal/Consultant
School Operations	Draft school Organizational Chart and Daily School bell Schedules; Conduct Parent/Student Orientation Sessions	Principal/Dir. of Ops
<i>July 2012</i>		
Category	Action	Responsibility
Staff Development, School Operations	Conduct staff orientation and training; Textbook distribution and inventory procedures finalized and shared with staff; Prepare Student Schedules for all students; School Grading Policy developed and shared with staff;	Principal
Student Services, Technology Procurement	Food Service is in place; Transportation Service is in place; Inventory technology equipment	Dir. of Ops/Bookkeeper
Curriculum & Supplies	Receive curriculum materials and furniture; Inventory curriculum materials and furniture; Secure storage area for curriculum materials and technology	Director of Curriculum & Instruction
Student Services, Student Registration	Safety Plans have been developed and shared with staff; Ensure that OPT routes students	Dir. of Ops
Student Services	Enter all students addresses into ATS	Dir. of Ops/Bookkeeper
Student Registration	Home language surveys must be copied into binder and distributed to ELL teacher	Parent Coordinator
Student Services, Student Registration	Dietary restrictions must be copied and distributed to Classroom teacher, Cafeteria Staff and Nurse; Pick-up Authorization must be copied and kept in secure location in front office. If/when individuals come to pick-up student, they must be verified okay to release student by front office; Transportation/Bus Lists distributed to classroom teachers, Director of Operations, and those in charge of lunch duty. Keep copy in front office; Emergency Contacts must be copied into binder or quick reference box and distributed to the Principal, Director of Operations, front office and nurse (all in secure location); Create two folders for each student, file by grade, class, alphabetical order, one for permanent record and one for health record; If necessary, continue to notify parents of waitlist outcome	Dir. Of Ops/Bookkeeper/Parent Coordinator
School Operations	Establish one locked file for active student records; Separate locked file established for inactive student records (with separate drawers for "no-shows" or discharges; Separate locked file for health records in secured designated location	Principal/Dir. of Ops
Technology Procurement, School Operations	Receive technology equipment; Distribute technology equipment; Coordinate installation of technology, wiring and phone systems, Students records include complete registration packet and any materials from old school; Set up binder for storing daily attendance rosters from each classroom; Health records include immunizations, physicals (must be signed and include screenings), allergies/dietary restrictions form, copy of emergency contact card; Order janitorial supplies (all must be greening compliant); Inventory of janitorial supplies; Establish facilities maintenance schedule; Process in place for daily meal counts; Procedures for the distribution of Metro Cards developed and shared with staff	Dir. of Ops
School Operations	For student who need medicine administered during the day, required administration of medication forms must also be in student's file	Nurse

Curriculum & Supplies	If necessary, ensure chemicals and other science supplies are stored appropriately	Dir. of Ops
<i>August 2012</i>		
Category	Action	Responsibility
Student Services	Copies of IEPs for all students with disabilities have been obtained from the students' districts of residence, and arrangements have been made for the provisions of all appropriate services; All appropriate programs and services are available for all students with disabilities and reflected in student schedules	Special Education Teachers/Consultant
Student Services	Student records have been received and shared with teachers and procedures are in place for storing and maintaining all student records; Proof of immunization is received and on file; Check student programs for accuracy prior to distribution; Conduct Parent/Student Orientation	Dir. of Ops
Student Services, School Operations	All appropriate programs and services are available for ELL students and reflected in student schedules; School calendar and daily bell schedule and individual student program have been provided to each student and family; Student policies have been shared with students and parents in written form or their dominant method of communication; Mission statement posted in every room	Principal
School Operations	Fire evacuation policy and procedures posted; Fire extinguishers mounted; Fire Safety Checklist Walkthrough; AED in front entrance w/sign; Checklist completed for nurses' office set-up; Checklist completed for "Got To Go" Bags; Schedule site visit with Office of School Food & Nutrition Services to determine set-up; Work with ATS Dept. to schedule installation; Ensure 3-6 CPR/AED Certified Staff Members	Dir. of Ops
Curriculum & Supplies, Student Registration	Distribute curriculum materials and furniture; Provide copies of the curricula to all staff; Prep letters to go home with students day 1 for any pieces still missing; Home Language Surveys must be copied into binder and distributed to teacher teams	Principal
Curriculum & Supplies, Student Registration	All furnishings are on-site; Dietary Restrictions must be copied and distributed to Classroom teacher, Cafeteria Staff and Nurse	Dir. of Ops
Staff Development	Conduct Teacher Training	Principal/Consultants
Parent Services	Establish parent meeting and activities schedule; Hold a welcome meeting; organize regular meetings to update on progress; Recruit parent volunteers for pre-opening activities	Parent Coordinator
Student Registration	Pick-up Authorization must be copied and kept in secure location in front office. If/when individuals come to pick-up student, they must be verified okay to release student by front office; Transportation/Bus Lists distributed to classroom teachers, Director of Operations, and those in charge of lunch duty. Keep copy in front office	Parent Coordinator/Bookkeeper
<i>September 2012</i>		
Category	Action	Responsibility
Parent Services, School Operations, Student Services	Organize informational meetings to introduce parents to teachers; Plan grand opening activities and recruit parent volunteers to help; Establish process for ongoing orientation, including introductory videos, meetings, tours, etc.; Submit opening class lists and enrollment totals by grade and subject area to BOT; Establish Pupil Personnel Committee Meeting Schedule and Committee Members; Begin initial work on Student Organization	Principal

Dignitas Academy Charter School – Roster of Key Contacts

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Dr. Ellenmorris Tiegerman	Lead Applicant/Proposed Board Member
Ana Bishop	Founding Group Member/Proposed Board Member
Nancy Eng	Founding Group Member/Proposed Board Member
Scott Liewehr	Founding Group Member/Proposed Board Member
Paul Rosen	Founding Group Member/Proposed Board Member
Sher Sparano	Founding Group Member/Proposed Board Member
Dr. Concetta Russo	Founding Group Member
Dr. Christina Radziewicz	Founding Group Member
Susanna Lonigro	Founding Group Member
Helena LaForgia	Founding Group Member

Attachment 2: Certification Statement

Proposed Charter School Name Phoenix Academy Charter School (Now Dignitas Academy Charter School)

Proposed School Location (District) CSD30

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

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

Signature of Lead Applicant/
Authorized Person

Dr. Ellenmorris Tiegerman Date 3/18/11

(Please label the copy that has original signatures)

Print/Type Name Dr. Ellenmorris Tiegerman

Address 100 Glen Cove Avenue, Glen Cove, NY 11542

Daytime Phone: (516) 609-2000 ext. 113 Email: drt@slcd.org

Dignitas Academy Charter School – Sample Daily Schedule

Sample I

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	Oral Language Development				
8:30-9:15	Read-aloud	Read-aloud	Read-aloud	Read-aloud	Read-aloud
9:15-10:00	Small Groups				
10:00-10:45	Writing	Writing	Writing	Writing	Writing
10:45- 11:30	Math I				
11:30-12:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:15-1:00	Math II				
1:00-1:45	Science	Science	Science	Science	United Nations Meeting
1:45-2:30	Art	Physical Education	Music	Physical Education	Early Dismissal
2:30-3:15	Social Studies	Social Studies	Social Studies	Social Studies	
3:15-4:00	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment	

Sample II

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	Oral Language Development				
8:30-9:15	Read-aloud	Read-aloud	Read-aloud	Read-aloud	Read-aloud
9:15-10:00	Small Groups				
10:00-10:45	Writing	Writing	Writing	Writing	Writing
10:45- 11:30	Math I				
11:30-12:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:15-1:00	Math II				
1:00-1:45	Social Studies	Science	Social Studies	Science	United Nations Meeting
1:45-2:30	Art	Physical Education	Music	Physical Education	Early Dismissal
2:30-3:15	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment	
3:15-4:00	Athletics/ Detention	Athletics/ Detention	Athletics/ Detention	Athletics/ Detention	

Dignitas Academy Charter School – School Calendar

Please note that on the calendar below days shaded:

- white indicate days spent in school;
- yellow indicate teacher in-service;
- pink indicate bi-weekly early dismissal for teacher professional development; and
- blue indicate days that school is not in session.

JULY 2012 (0)

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2013 (20)

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2012 (0)

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2013 (15)

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

September 2012 (16)

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March 2013 (19)

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October 2012 (22)

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2013 (17)

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 2012 (19)

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 2013 (22)

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2012 (15)

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013 (20)

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY 2013 (15)

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dignitas Academy Charter School – School Calendar

There are a total of 200 days of instruction. The first day of school for students will be September 5th. The last day of school will be July 25th.

If there are snow days, extra days can be added at the end of the year.

Important Calendar Dates

All Faculty and Staff Pre-Service Development	August 20 – 31
Labor Day	September 3
First Day of School for Students	September 5
Rosh Hashanah	September 18
Yom Kippur	September 26
Columbus Day	October 8
Election Day – Class in Not Session	November 6
Veterans Day Observed	November 12
Thanksgiving Recess	November 22 – 23
Christmas Vacation	December 24 – January 2
Martin Luther King Jr. Day	January 21
Winter Recess	February 18 – 22
Spring Recess	March 28 – April 7
Memorial Day	May 27
Independence Day	July 4
Last Day of School for Students and Teachers	July 25

Dignitas Academy Charter School – Board Bylaws

BYLAWS

Dignitas Academy Charter School

ARTICLE I

Name and Office

Section 1. Name. This corporation is an education corporation and shall be known as the Dignitas Academy Charter School, herein referred to as “Dignitas Academy Charter School.”

Section 2. Office. Dignitas Academy Charter School shall have its principal office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

ARTICLE II

Board of Trustees

Section 1. Authority. The business and affairs of Dignitas Academy Charter School shall be managed and controlled under the general direction of the Board of Trustees of Dignitas Academy Charter School (the “Board of Trustees” and each member thereof, a “Trustee”) in accordance with the purposes and limitations set forth herein and in the Charter, dated as of _____ between Dignitas Academy Charter School and the Board of Regents of the State of New York.

Section 2. Powers. The Board of Trustees of Dignitas Academy Charter School shall:

- A. Formulate the general policy to be followed in the management of the affairs, property and business of Dignitas Academy Charter School;
- B. Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees;
- C. Hire Dignitas Academy Charter School’s School Leader and approve the hiring of the teachers, based upon selection by the school leader;
- D. Monitor budgeting, regulatory, financial, compliance, and academic performance with respect to Dignitas Academy Charter School; and
- E. Remove a Trustee for cause by a majority vote of the Board of Trustees.

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which Dignitas Academy Charter School is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition.

- A. In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving

Dignitas Academy Charter School – Board Bylaws

education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

- B. The Board of Trustees shall have the following members: (a) at least one educator with classroom and/or administrative experience; (b) at least one business leader with experience either in the for-profit or not-for-profit sector; (c) at least one community leader; (d) and any other persons over the age of 18 who lives in the community that can demonstrate knowledge of educational issues affecting the school's community. The members of the Board of Trustees shall have experience that demonstrates the following areas of expertise: (a) public relations; (b) human resources; (c) financial; (d) fundraising; (e) legal; (f) marketing; (g) real estate; and/or (h) strategic planning.
- C. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. Each Trustee shall be at least eighteen (18) years of age.

Section 4. Term of Office. Trustees will be elected to serve terms of five (5) years dating from the day of their election and extending to the date of the annual meeting of the Trustees five (5) years thereafter. All Trustees shall be eligible for re-election.

Section 5. Number of Trustees. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be eleven (11), but in no event shall the entire Board consist of fewer than nine (9) or more than thirteen (13) Trustees.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to Dignitas Academy Charter School, but by resolution of the Board of Trustees, reasonable expenses related to attendance of special meetings of the Board of Trustees, if any, may be reimbursed. Nothing herein shall be construed to preclude any Trustee from serving Dignitas Academy Charter School in any other capacity and receiving compensation therefore.

Section 8. Meetings. The Board of Trustees shall meet at least monthly during Dignitas Academy Charter School's school year and as appropriate over the summer recess on dates to be determined in advance by the Board of Trustees. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or upon a majority vote of the Trustees. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business, including official meetings of committees and subcommittees, will be open to the general public in accordance with the New York Open Meeting Laws. The Board of Trustees may invite public comment during such meetings at times designated by the Chairperson of the Board of Trustees but the Board of Trustees may, at its discretion, limit public comments to ten (10) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Dignitas Academy Charter School – Board Bylaws

Section 10. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open Meetings Law of New York for Public Officials, as amended from time to time.

Section 11. Notices. To the extent practicable, written notice of meetings of the Board of Trustees shall be given to Trustees at least five (5) days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Section 12. Notice to the General Public. If a Board of Trustees meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting. The provisions in this section 12 are subject to the Open Meetings Law of New York. To the extent of any conflict between any provision of these Bylaws and the open Meeting Law, the Open Meetings Law shall prevail and control.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees, shall be represented in person. A quorum is required for the transaction of business of Dignitas Academy Charter School at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote.

Section 15. Action Without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any committee thereof may be taken without a meeting if all Trustees or members of the committee consent in writing to the adoption of a resolution authorizing such action to the extent permitted by the Public Officers Law of the State of New York. The resolution and written consents thereto shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 16. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Chairperson of the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

ARTICLE III

Officers

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers:

Dignitas Academy Charter School – Board Bylaws

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The same person cannot hold the office of president and secretary. The Chairperson of the Board of Trustees shall appoint members of special committees, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 2. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee meetings. He or she shall be custodian of the records. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 3. Treasurer. The Treasurer shall have the custody of the funds and securities of Dignitas Academy Charter School and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to Dignitas Academy Charter School, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of Dignitas Academy Charter School in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of Dignitas Academy Charter School as may be ordered by the Board of Trustees taking proper vouchers for the disbursements, and shall render to the Chairperson and the Board of Trustees, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of Dignitas Academy Charter School, provided that routine transactions may be delegated to the staff of Dignitas Academy Charter School. The Treasurer shall perform such other duties as the Board of Trustees may from time to time prescribe or require.

ARTICLE IV

Standing Committees

Section 1. Committee Membership. An executive committee of the Board of Trustees, if established, shall consist of no less than five members as required by New York State Education Law § 226(2). All committees other than the executive committee shall consist of no less than three members.

Section 2. Academic and Personnel Committee. The Academic and Personnel Committee shall be vested with the responsibility of program planning, curriculum, professional development and fulfillment of the school's Accountability Plan.

Section 3. Grievance Committee. The Grievance Committee shall be vested with the responsibility for investigating and reviewing complaints received by the Board of Trustees from the community. The Grievance Committee, which shall consist of Trustees who are not parents, teachers and administrators of the school, shall make non-binding recommendations to the Board of Trustees.

Section 4. Fundraising and Finance Committee. The Fundraising and Finance Committee shall review the regular budget and other fiscal reports to be submitted to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee.

Dignitas Academy Charter School – Board Bylaws

Section 5. Committee Advisors. Any committee may seek the advice of non-Trustee Advisors (“Advisors”), whom the committee deems appropriate, when conducting committee meetings or other committee business. Advisors, if any, shall be selected by majority vote of the members of the committee. Such Advisors shall serve at the sole discretion of the committee they advise, provide advice to the extent required by the committee and shall not be compensated for their services, or given voting rights on the committee. The committee shall confirm in writing with each of its Advisors that such Advisor agrees to maintain the confidentiality of all non-public information such Advisor receives in connection with his or her activities as an Advisor.

ARTICLE V

General Provisions

Section 1. Fiscal Year. The fiscal year of Dignitas Academy Charter School shall be from July 1 through June 30.

Section 2. Books, List and Records. Dignitas Academy Charter School shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees and standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When Dignitas Academy Charter School receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, Dignitas Academy Charter School will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the School Principal of Dignitas Academy Charter School or his or her designee; (3) upon timely receipt of such an appeal, Dignitas Academy Charter School will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. Dignitas Academy Charter School also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. Dignitas Academy Charter School may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

Section 3. Conflict To the extent there are any conflicts between the terms of the Dignitas Academy Charter School's charter and the terms of these Bylaws, the terms of the charter will control.

ARTICLE VI

Amendments

Section 1. Amendments. These Bylaws may be amended, altered or repealed by the Board of Trustees by a three-fourths vote of those Trustees present at a duly organized meeting of the Board of Trustees, provided that those present constitute a quorum and are subject to approval by the charter entity and the New York State Board of Regents.

Dignitas Academy Charter School – Board Code of Ethics

CODE OF ETHICS

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 40 percent of the people serving on the Board of Trustees of the school 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.
3. 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.
4. The Board of Trustees and the school shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the 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 which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm's-length (LTAL) transactions.
5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or

Dignitas Academy Charter School – Board Code of Ethics

ratification shall make a prompt, full and frank disclosure of his or her interest to the Board 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 that might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, 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 such charter school;
- c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
- d) Members of the faculty of the charter school.

8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

Dignitas Academy Charter School – Board Code of Ethics

10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

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

12. Trustees shall not 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.

13. Charter school Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Paul B. Rosen



PERSONAL STATEMENT

Honesty and accountability has been the hallmark of the way I conduct myself in business

I practice these principles and act accordingly everyday

WORK EXPERIENCE

President and Co-Owner: David G. Rosen, Inc.
25 South Service Road
Jericho, NY 11753

1975-Present – Full Time

1973-1975 – Part Time

Developed commercial office furniture strategy

Have directed all aspects of design, co-ordination and installation of many Fortune 500 corporate headquarters projects

Achieved dealer status with the top product lines in the furniture industry

Recognized in 2009 as one of the top producers of contract sales in the United States by HON Industries

Recognized as one of the most efficient and profitable dealers in relation to staff size

EDUCATION

1973-1975 Hofstra University – received Bachelor of Arts degree
Minor in Business Administration

1971-1973 Boston University

COMMUNITY SERVICE

School for Language and Communication Development

1990 to Present - Board Member

Served as Board Secretary

Currently serving as Board Chairman

HOBBIES

Marathon running – completed 3 Full Marathons, 25 Half Marathons

Biking – toured Europe, Canada, United States

PROFILE

Sher Sparano

Sher Sparano is an employee benefits consultant with over 25 years experience in the Health Insurance industry. In 1992 Sher founded Benefits Advisory Services to give employers a distinct advantage in choosing their health & dental plans.

Specifically, Sher offers assistance to owners & directors of small, medium, and large organizations by giving them a full array of ongoing personal services including contract negotiations, enrollments, and resolution of claims and billing problems. She has designed and implemented Health Insurance plans for hospitals, Taft Hartley Funds, self-insured businesses, multi-site organizations, and managed care programs. She has saved her clients millions of dollars and helped them survive managed care.

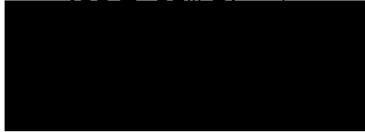
Sher is very involved in the changing and shaping of the new healthcare environment. She is an active member of NAHU (National Association of Health Underwriters) and has attended important decision making meetings in Albany and Washington D.C. regarding the health care reform bills currently under consideration.

As a Board member of the Queens Chamber of Commerce, she heads the committee on Health Insurance. In addition, Sher addresses employer health insurance issues as a member of the New York State OASAS Compensation Committee.

Prior to founding her own firm, Sher held executive and senior management positions with major organizations in the Healthcare industry including: Empire Blue Cross Blue Shield, Mt. Sinai Medical Center, and the New York State Nurses Association. She has also taught the Certified Employee Benefit Specialist program at both Hofstra University and Empire State College.

Sher is committed to giving back to the community and is on key committees of many local charities, serves on the Board of the School for Language and Communication Development. In addition, she is an Ambassador for the Samaritan Foundation, and has also served as the President of the Rego Park/Forest Hills Lions.

Nancy Eng, Ph.D., CCC-SLP
Associate Professor
Hunter College
Department of Communication Sciences and Disorders



PROFESSIONAL EXPERIENCE

- 9/2009-present Graduate Center of CUNY
Appointed to the Doctoral Faculty of the Department of Speech and
Hearing Sciences
- 1/2009-present Hunter College
Communication Sciences and Disorders
Associate Professor
- 7/2001-present New York Downtown Hospital
Speech/Language Pathology Consultant and Coordinator
- 9/1994-12/2008 St. John's University
Speech, Communication Sciences & Theatre
Assistant Professor (1994-2000)
Associate Professor (2000-present)
Activities/Committees:
- Graduate Education Program Committee (1994-2008)
 - Undergraduate Education Program Committee (1998-2008)
 - Personnel and Budget Committee (2000-2008)
 - University Alumni Committee (1998-2004)
 - Member of dissertation committee for D. Levine, School Psychology (2001)
 - Acting Program Chair (2006)
 - Sabbatical leave granted (2007)
 - Student Mentoring (See Master's Student Thesis)
- 9/1993-6/1995 Frances of Paola PreSchool Center
Speech/Language Pathology Consultant
- 9/1990-6/1991 Mary Mount College
Adjunct Professor
- 2/1987-10/1993 Green Park Care Center
Speech Pathology Consultant
- 5/1983-6/1993 Gouverneur Hospital
Staff Speech/Language Pathologist

PUBLICATIONS

Eng, N. and Wrobel, K. (In preparation). Language characteristics in internationally adopted children from China.

Eng, N. and Comisso, C. (In preparation). Perception of novel speech stimuli by bilingual and monolingual children.

Bencini, G., Eng, N. and Semenzzo, C. (In preparation). Specific number-naming deficits in a Chinese-English speaker.

Eng, N., McGloin, N., and McGarr, N. (Under review). Lexical tone perception in bilingual Mandarin/English speaking children with SLI.

Eng, N. and Lerner, P. (Submitted). Communication Disorders in the Rehabilitation Setting. In H. Zeretsky (Ed). *Handbook of Rehabilitation Medicine*. Springer Publishing.

Eng, N. (2008). *Let Us In*, a documentary film on autism. This project is in collaboration with the Education Ministry of Hungary. Other contributors include Joel Bergmann, M.D., Medical Director of the Center for Autism at LIJ Hospital.

Eng, N. (2007). Working with Bilingual Neurologically Impaired Adults. Self-Study Program. American Speech and Hearing Association. (peer reviewed)

Centeno, J. and Eng, N. (2006). The Role of the Bilingual Speech/Language Pathologist in Educational Contexts. Journal of the Education and Psychology Consultant, 31, 129-140. (peer reviewed)

Lerner, P. and Eng, N. (2005). Current trends in Speech/Language Pathology. In H. Zeretsky (Ed). *Handbook of Rehabilitation Medicine*. Springer Publishing.

Eng, N. (2004). Role of Orthography in Biscrptal Alexia. In ASHA Special Interest Division 14, Vol. 11, pp.12-15. (peer reviewed)

Eng, N. (2002). Dyslexia among Biliterates: A Global Perspective. Topics in Language Disorders, 22, 5. Guest Editor.

Eng, N. (2002). Dyslexia among Biliterates: A Global Perspective. Forward. Topics in Language Disorders, 22, 5, XI-XII. (peer reviewed)

Eng, N. and Obler, L. (2002). Acquired Dyslexia in a Biscrptal Reader Following TBI: A Second Case. Topics in Language Disorders, 22, 5, 5-12. (peer reviewed)

Borud, L., Ceradini, D., Eng, N., and Cutting, C. (2000). Second Language Acquisition following Pharyngeal Flap Surgery in Non-English-Speaking Immigrants. *Plastic and Reconstructive Surgery*, 106, 640-644.

Eng, N. and O'Connor, B. (2000). Acquisition of Definite Article+Noun Agreement of Spanish-English Bilingual Children with SLI. Communication Disorders Quarterly, 21, 2, 114-125. (peer reviewed)

Eng, N. Cantonese-American Man with TBI. In Wallace, GJ. (1997). *Multicultural Neurogenic. Communication Skill Builders*, pp. 376-380.

Eng, N. FuChow-American Adolescent with Cognitive-Linguistic Deficits Secondary to Herpes Encephalitis. In Wallace, GJ. (1997). *Multicultural Neurogenic. Communication Skill Builders*, pp.402-405.

Eng, N. Chinese Culture: A Thumbnail Sketch. In Wallace, GJ. (1997). *Multicultural Neurogenic. Communication Skill Builders*, pp. 458-464.

Eng, N. (1996). Questions and Concerns. Child. 11.4, p32. An Interview.

Eng, N. and Tsui, E. Child:clinician mis-match. Avoiding test bias in evaluation of language minority children. World Journal. July 25, 1996.

Eng, N. [Book Review on Integrating Language and Learning for Inclusion: An Asian/Pacific Focus]. Topics in Language Disorders, 17:1, 83-85, 1996.

Eng, N., Obler, L., Harris, K. and Abramson, A. (1996). Tone perception deficits in Chinese speaking Broca's Aphasics. Aphasiology. 342-356. (peer reviewed)

Obler, L., Centeno, J. and Eng, N. (1995). Cultural Considerations in a Clinical Setting. In Obler, L., Menn, L., O'Connor, M. and Holland, A. Aphasia in a Multicultural Society. Erlbaum: NY 1995

Eng Huie, N., Centeno, J. and Obler, L. (1991). [Review of the Assessment of Bilingual Aphasia]. Studies in Second Language Acquisition 13:3 411-412.

Eng Huie, N. (1991). [Review of Assessing Asian Language Performance: Guidelines for Evaluating Limited-English Proficient Students]. Topics in Language Disorders. 11:4, 87-88.

OTHER PROFESSIONAL ACTIVITIES/PEER REVIEWER

Wong, W.L. and Ho, C.K.S. (pending). The nature of the automatization deficit in Chinese Children with dyslexia. *Child Neuropsychology*.

Thordarottir, E. (pending). Sensitivity and specificity of French language measures for the identification of primary language impairment at age 5. *Journal of Speech, Language and Hearing Research*.

Fernandez, E. and Cairns, H. (2010). *Fundamentals of Psycholinguistics*. Wiley-Blackwell.

Weekes, B., Stokes, S., Fletcher, P. and Chen, M. (2008). *Language performance of Mandarin speakers*. Multilingual Matters

Baptiste, R.J. (2007). Language abilities in internationally adopted children. Consultant to dissertation at New York University Department of Speech and Hearing Sciences.

Weekes, B. and Su, I.F. (2005). Acquired dyslexia in Mongolian and Chinese. Brain and Language.

Chen, L.L. (2003). Grammatical deficits in Mandarin-speaking, non-fluent aphasics. Aphasiology.

Jupiter, T. and Palagonia, C. (2001). HHIE adapted for use with Chinese American elderly. American Journal of Audiology.

GRANT APPLICATIONS

Presidential Travel Award – Hunter College CUNY

International Symposium on Bilingualism Meeting (Utrecht, NL)
Paper: Lexical tone perception in bilingual Mandarin/English speaking children with SLI.

New York State Department of Education Grant

Title: Establishment of a Bilingual Extension on the TSSH Certificate
Year: 1998
Status: Awarded
Amount: \$10,000

New York State Education Department Grant

Title: An Investigation in Speech Perception in College-Bound Students
Year: 2000
Status: Denied

ASHA Multicultural Issues Board Mini Grants

Title: Lexical Tone Production in Chinese-speaking Children with SLI
Year: 2002
Status: Denied

ASHA New Century Scholars Grants

Title: Tone Perception in Internationally Adopted Children from China
Year: 2006
Status: Denied

Chinese American Medical Society Community Fund

Title: Tone Perception in Internationally Adopted Children from China
Year: 2006
Status: Awarded
Amount: \$5000

Chinese American Medical Society Community Fund

Title: Manifestation of Autism Spectrum Disorder in Chinese Speaking Children
Year: 2007
Status: Awarded
Amount: \$5000

Worldwide Orphanage Foundation

Title: Language Development in Orphanage Populations in China & Viet Nam
Year: 2007
Status: Pending
Amount: \$15,000

GRITI CUNY Competitive Grants

Funded (2010)

PROFESSIONAL APPEARANCES (NATIONAL)

3/2010 Language Acquisition and Language Disabilities in Bilingual Speakers
Bilinguals, Inc.
Professional Development Workshop

2/2010 Manifestation of SLI in Mandarin-speaking Children
Illinois Speech, Language and Hearing Association Annual Meeting
Invited Session

11/2009 Theoretical Issues in Assessment of Aphasia in Non-English Speakers
ASHA Annual Convention – Invited Session (peer reviewed)

10/2009 Language Disorders & Reading Disabilities in Bilingual Speakers
Touro College Continuing Education Workshop

10/2009 Number-naming Deficits in a Chinese-English speaking patient.
Academy of Aphasia, Boston, USA (peer reviewed)

4/2009 *Language Differences vs. Language Disorders in non-English speakers*
Two-hour seminar
NYSSHLA Annual Convention (peer reviewed)

11/2008 *Lexical tone perception in bilingual Mandarin/English speaking children with SLI*
ASHA Annual Convention Technical Session (peer reviewed)

5/2008 *Language Acquisition in Simultaneous Bilinguals – Implications for Early Childhood Educators*
Invited Two-hour workshop
St. Bartholomew School, New York

2/2008 *Language Differences vs. Language Disorders in non-English speakers*
Invited All day workshop
NYC Department of Education Staff Development Workshop

4/2007 *Alexia and Developmental Dyslexia Across Scripts*
Two-hour seminar
NYSSHLA Annual Convention (peer reviewed)

11/2006 *Speech Perception in High- and Low- Functioning College Students*
ASHA Annual Convention Technical Session (peer reviewed)

- 10/2006 *Language Attrition in Internationally Adopted Children from China*
Invited One hour workshop
 Evan S. Donaldson Adoption Institute, New York
- 4/2006 *Speech Production Skills in Internationally Adopted Children from China*
 One hour seminar
 NYSSHLA Annual Convention (peer reviewed)
- 2/2005 *Issues in Language and Literacy Development in Bilingual Children*
Invited Two hour seminar/lecture
 NYCSLHA Winter Meeting
- 2/2005 *Service Delivery to Bilingual Students in the NYC Public School System*
Invited All-day workshop
 NYC Department of Education Staff Development Workshop
- 11/2004 *Bilingualism and Biliteracy in Adult Neurogenic Disorders*
Invited lecture/one hour lecture
 ASHA Annual Convention Pre-Convention Workshop
- 4/2004 *Speech Perception in Internationally Adopted Children from China*
 One hour seminar
 NYSSLHA Annual Convention (peer reviewed)
- 3/2004 *Introduction to Bilingualism*
Invited two-day workshop for practicing SLPs
 Hampton Cares, New York
- 1/2004 *Reading and Writing Skills in Bilingual Speakers*
Invited one day workshop
 Communicare, Inc., New York
- 10/2003 *Introduction to Bilingualism: A Tutorial for the SLP Workshop*
Invited three hour seminar
 Long Island Speech, Language & Hearing Annual Convention
- 5/1003 *Assessing Language & Literacy Skills in Bilingual Students*
Invited All-day workshop
 NYC Department of Education Staff Development Workshop
- 4/2003 *Pre-literacy Skills in Bilingual & Monolingual Pre-schoolers*
Invited One hour lecture
 United Cerebral Palsy Staff Development Workshop
- 11/2002 *Speech Perception in Second Language Learners*
 One hour seminar
 ASHA Annual Convention (peer reviewed)
- 10/2002 *Bilingualism and Biliteracy in the Classroom*
Invited one hour lecture
 Queens College – Invited Speaker
- 6/2001 *SLP Practice with Bilingual Students with Multiple Handicaps*
Invited lecture
 United Cerebral Palsy of Queens
- 4/2001 *Bilingual Aphasia: From Theory to Practice*
Invited half-day workshop
 Queens College Alumni Series Short-Course
- 11/1999 *Use of the HHIE with Chinese-American Elderly*
 Technical Session
 ASHA Annual Convention (peer reviewed)
- 11/1998 *Introduction to Reading Disorders in the Chinese Script*
 One hour session
 ASHA Annual Convention (peer reviewed)

- 4/1997 *An Introduction to Bilingualism for the SLP*
Invited three-hour session
 New Jersey Speech, Language & Hearing Association Meeting
- 11/1996 *Advocacy from a Cross Cultural Perspective*
 Technical Session
 ASHA Annual Convention (peer reviewed)
- 4/1996 *Licensure Board UpDate*
 One hour session
 NYSSLHA Annual Meeting
- 4/1996 *Cultural Considerations in the Assessment of Dementia*
Invited Panelist
 Bilingual French-English Speech-Language Pathology Symposium on
 Aging and Dementia
 City University of New York Graduate School and University Center
- 1/1996 *Children's Language Learning Problems: Issues in Bilingualism*
Invited one hour lecture
 First Annual Asian-American Forum on Mental Health Needs
- 10/1995 *Licensing and Certification Issues in New York*
Invited one hour lecture
 Long Island University Department of Speech/Hearing Sciences
- 6/1995 *Dissolution of Tone in Chinese Speaking Broca's Aphasics*
Diagnostic and Treatment Issues in the Multi-Cultural Clinic
Methodological Issues in Research with Multi-Cultural Populations
Invited Participation/paper and poster
 New Methods in Comparative Aphasiology at the Linguistics Institute
 University of Albuquerque, New Mexico
- 11/1994 *Tone Perception Deficits in Chinese-Speaking Aphasia*
 Technical Session
 ASHA Annual Convention Mini-seminar (peer reviewed)
- 10/1994 *Tone Perception Deficits in Chinese-Speaking Aphasia*
 Technical Session
 Academy of Aphasia Annual Meeting: Boston, MA (peer reviewed)
- 4/1994 *Chinese Cultural Genetics: Implications for Service Delivery"*
Invited panelist
 Beth Israel Medical Center: New York City, NY
- 10/1992 *Lexical Tone Disintegration in Chinese Speaking Aphasics*
 Poster (peer reviewed)
 Academy of Aphasia Annual Meeting: Toronto, Canada
- 8/1992 *Community Medicine: Implications for the Provision of Care in Chinatown*
Invited Panelist
 Saint Vincent's Hospital and Medical Center: New York City, NY
- 5/1991 *Cultural & Linguistic Considerations in Speech Pathology & Audiology*
Invited Lecture
 International Center for the Disabled: NY, NY
- 3/1991 *Chinatown and its Developmentally Disabled Children*
Invited guest
 Four Week Radio Talk Show Series for SinoCast: NY, NY
- 2/1990 *Non-bias Testing of Language Impaired Asian American Children in the
 Public School System*
Invited lecture
 New York City Board of Education

- 11/1989 *Intonation Deficits in Tone Language Speakers*
Poster (peer reviewed)
American Speech/Hearing Association Annual Meeting: Boston, MA
- 6/1989 *West Meets East: Bridging the Gap between Autistic Asian American Youth & their Non-Asian Teachers*
Autism Society of America Annual Meeting: Seattle Washington
- 11/1988 *Towards the 21st Century: Addressing Curriculum Needs with Emphasis on Specific Populations*
ASHA Annual Convention Mini-Seminar
- 4/1988 *Towards Cultural Diversity: Curriculum Considerations*
Professional Education Preparation Meeting: Ellenville, NY
- 3/1987 *Working with Developmentally Disabled Asian-American Children & their Families*
New Jersey State Department of Health and Mental Health

PROFESSIONAL APPEARANCES (INTERNATIONAL)

- 6/2009 *Lexical tone perception in bilingual Mandarin/English speaking children with SLI*
Paper (peer reviewed)
International Symposium on Bilingualism Utrecht
- 12/2008 *Lexical tone perception in bilingual Mandarin/English speaking children with SLI*
Paper (peer reviewed)
Bilingual Language Center Chinese University of Hong Kong
- 7/2006 *Perception of Lexical Tone in Internationally Adopted Children from China*
Poster (peer reviewed)
Linguistics and Bilingualism (LAB) Conference
University of Toronto
- 3/2005 *Perception of Novel Speech Stimuli by Monolingual & Bilingual Children*
Paper (peer reviewed)
International Symposium on Bilingualism 5, Barcelona, Spain
- 7/2001 *Biscriptal Readers: Acquired Dyslexia in Chinese/English Readers*
Invited paper
International Association of Phoneticians & Logopedics, Canada
- 7/2000 *Reading Disabilities in Chinese/English Readers: Investigating Alexia*
Paper (peer reviewed)
National University of Singapore
- 12/1998 *Acquired Reading Disabilities in Biscript Readers Dissolution of Script*
Invited paper
Advanced Studies Institute: Cognitive Neuroscience Research on the Chinese Language. University of Hong Kong – Invited Talk
- 9/1998 *Bilingual Aphasia – Emphasis on Acquired Dyslexia in Biscript Readers*
Invited paper
University of Hong Kong
- 1/1996 *Lexical Tone Comprehension Deficits in Chinese-speaking Broca's Aphasics*
Invited paper

HONORS AND AWARDS

New York State Speech, Language and Hearing Association
Distinguished Achievement Award (2007)

Transfiguration Schools
Distinguished Alumna Award (2006)

American Speech and Hearing Association
Nominated for Fellow of the Association (2005)

St. John's University
Distinguished Alumna Award (2004)

MASTER'S STUDENT THESIS (Select)

- 1 Acquisition of Definite Article+Noun Agreement of Spanish-English Bilingual Children with SLI (published in *Communication Disorders Quarterly*)
- 2 Attention to Semantic Radicals in Chinese Readers – A Stroop Task
- 3 Attention to Phonological Radicals in Chinese Readers – A Stroop Task
- 4 Language perception in Noise – A Comparison of Bilingual and Monolingual Speakers (presented at the ASHA Convention, 2003)
- 5 Perception of Novel Speech Stimuli by Monolingual and Bilingual Children (presented at the International Symposium on Bilingualism, Barcelona, 2004; In preparation for publication)
- 6 Lexical Tone Attrition in Internationally Adopted Children from China (presented at NYSSHLA Annual Convention, 2005; In preparation for publication)
- 7 Pitch Perception in Musicians and Tone Language Speakers
- 8 Attention to Novel Speech Stimuli in Good and Poor BiScriptal Readers
- 9 Word Recognition of Spanish-English Cognates – A Stroop Task
- 10 Production of the First Language in Internationally Adopted Children from China
- 11 Perception of Novel Speech Stimuli by High- and Low- Achieving College Students; Presented at the ASHA Convention, 2006)
- 12 Tone Production in Internationally Adopted Children from China; (MS in progress)
- 13 Perception of Novel Speech Stimuli in SLI Children; (MS In progress)

PROFESSIONAL PREPARATION

9/1987-5/1994 CUNY Graduate School and University Center
Masters of Philosophy: Speech/Hearing Sciences
Doctorate of Philosophy: Speech/Hearing Sciences
Dissertation: *Lexical Tone Dissolution in Chinese-Speaking Aphasics*

9/1981-5/1983 Queens College of CUNY
Masters of Arts: Communication Sciences

9/1977-5/1981 St. John's University
Bachelor of Arts

PROFESSIONAL ACTIVITIES

Vice President	NYSSLHA 2002-2008
Program Chair	NYSSLHA Annual Convention 2005
Legislative	ASHA LC 2000, 2002, 2004
Councilor	Delegation Correspondent (2000)
Board Member	ASHA MultiCultural Concerns Board 2002-2004 Co-Authored: Knowledge and Skills Document for SLPs and Audiologists working with culturally and linguistically diverse populations
Board Member	New York State Licensure Board 1993-2003
Board Member	Beth Israel Medical Center Department of Genetic Medicine Chinese-American Project 1990-1992
Founding Member	Chinese American Committee on Aging – A Demonstration Project 1990-1993
Board Member	Immigration Social Services, Inc. 1989-1995
Vice President	Asian American Coalition for Families and Children 1988-1989
Board Member	Lower East Side Family Union 1988-1989

PROFESSIONAL ORGANIZATIONS

Active member	American Speech, Language and Hearing Association (ASHA) Special Interest Division 14 Asian Pacific Islander Caucus
Active member	Chinese American Medical Society (CAMS)
Active member	International Association of Chinese Linguistics (IACL)
Active member	International Dyslexia Association (IDA)
Active member	New York Academy of Science (NYAS)
Active member	New York City Speech, Language and Hearing Association (NYCSLHA)
Active member	New York State Speech, Language and Hearing Association (NYSSLHA)

Current Research Activities

I am currently working on several inter-related psycholinguistic projects in Virginia Vallen's lab at Hunter College. Specifically, these are focused on the acquisition of different English syntactic structures in typical and atypical bilingual (Chinese/English) children and adults. These projects are running simultaneously and data with typically developing children have been collected. I expect to move into data collection of bilingual children who have been identified to have specific language impairment (SLI).

ANA L. BISHOP -- Consulting Experience

1995 Project:

- ♦ *Define US market for Spanish-only products for a Puerto-Rico based education software company.*

1994 Projects:

- ♦ *Entire overhaul of small multilingual education publisher's product line, updating selection of software, and creating educational packages of software, print and video materials.*

Consulting with U.S. educational systems on the use of instructional computer software for system-wide integration into the curriculum. Facilitate planning sessions with State and district executives and manage implementation of technology solutions for system-wide educational projects. For example:

- ♦ English Language Learning technology implementation proposal for Director of ESL & Bilingual Ed, NYC BOE, 2001
- ♦ Project-management of multimedia, telecommunications and instructional technology for bilingual-multicultural project in New York City Board of Education, including the first ever Bilingual/ESL Technology institute in NYC (annual, 500 attendees/yr. 1994-99), the first centralized Title VII training for project directors and teachers, and the first bilingual live video-teleconference for staff development (1994,1999).
- ♦ Consultant on New York State Education Department task force on instructional technology for ESL and bilingual learners, resulting in publication of SED recommendations as: *Technology in Instructional Programs for LEP Students: Bilingual Education and Freestanding ESL Programs* (1997)
- ♦ Technology plan, staff development and implementation of curriculum integration of technology for all schools in Community School Districts 7 and 12 in NYC (1996-1997), as well as District 6 and several suburban NY, NH and Maine districts while still employed with IBM.
- ♦ Technology recommendations, staff development and World Wide Web site creation for Magnet Programs in Community School District 1 in NYC (1995-1997).
- ♦ Deputy Chancellor's committee on software requirements for deployment of 1997-99 technology installations funded by the Mayor of NY and the NYC business community (1996-97) "Project Smart".

Staff development design and training for :

- ♦ Santillana USA, Spanish and ESL educational publishing company (2001-2002, 2006-present)
- ♦ Bank Street College, Leadership Institute (Summer, 2003), adjunct professor of instructional technology
- ♦ Philadelphia Public Schools, Office of Language Equity Issues summer training for ESL and bilingual teachers. Keynote speaker and workshop trainer. (July 2001)
- ♦ Boston Public Schools ESL/Bilingual, school-to-career technology integration (1998-2000)
- ♦ 1997 and 2001 for-credit workshops conducted for the Nassau and Suffolk County Boards of Cooperative Educational Services (B.O.C.E.S) for NY State Education Department on uses of technology for second language learning, bilingual education and ESL.
- ♦ First centralized NYC Board of Ed Title VII training for project directors and teachers for 50 schools (1995-96)
- ♦ Electronic portfolio assessment training for ESL (1998-99, Connecticut & East Islip schools)
- ♦ University of Puerto Rico's ESL department: uses of the Internet for language learning (1998)
- ♦ District 75 (NYC special ed. district) ESL technology training required by Jose P. consent decree for all its special education teachers (1997 to present)
- ♦ NYC Board of Education's Office of Bilingual bilingual/ESL technology training of 120 teachers in 5 Bronx school districts for materials and software selection (1998)
- ♦ St. John's University teacher workshops on technology for bilingual education (1998-99) Magnet programs literacy technology project training for teachers at District 30, Queens, NY (1999)

Team leader of instructional consultants for staff development component of 10 new title VII projects at the New York City Board of Education. Facilitated planning sessions and coordinated the development of the 1995 summer course syllabus, as well as conducting the intensive teacher training covering Title VII project requirements, curriculum development, and technology integration into the curriculum during the 1995-96 school year. Involved 50 schools; about 200 teachers trained. 500 teachers

Scott Liewehr [REDACTED]

Address

[REDACTED]

[REDACTED]

(preferred phone) Preferred Email:

[REDACTED]

Personal Statement

No statement entered

Education History

University of Massachusetts
Boston, MA BA/BS

Started: 1995
Finished: 1998

Northeastern University
Boston, MA BA/BS

Started: 1993
Finished: 1995

Work History

Daybreak ICS Vice President,
Professional Services Dallas, TX

Computers/IT
Started: 2006
Finished: 2008

onesla
Principal New
York, NY

Consulting started:
2005 Finished: To
Present

Solutions Inc . Principal/VP
Sales & Marketing New York, NY

Computers/IT
Started: 2002
Finished: 2005

Starwood Hotels & Resorts .
Director, Intranet Services
Braintree, MA

Restaurant/Hospital
Started: 2000 Finished
2002

Concentra Managed Care
Senior Project Manager
Waltham, MA

Health Care
Started: 1998
Finished: 2000

CareGroup Hospital Network Associate Director
[3 titles, AD was most recent] Boston, MA

Health Care
Started: 1994
Finished: 1998

Nonprofit History

CM Professionals [CMPros]
Elected Officer New York,
NY

Started: 2008
Finished: To Present

CM Professionals [CMPros]
Member New York, NY

Started: 2006
Finished: 2008

PI Kappa Alpha NYC Alumni
Founder

Started: 2005 Finished: To Present
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New York, NY

Brookline Pop Warner
Board Member
Brookline, MA

Started: 1998
Finished: 2002

St. Pauline Cooperators
Service Volunteer Boston,
MA

Started: 1997
Finished: 2002

Heritage and Interests

Gender: Male
Country: USA
Culture: European
Religion: Christian
Birth Year: 1974

Youth Interests

Community: Volunteering
Scouting

Dramatics
Sports

Religious Groups
Student Government

Adult Interests

Business
Political

Fraternities/Sorority Group
Religious

Hobbies
sports

Ever served on a board: Yes Completed a
board training program: No
Program Name and Date:

Skills and Expertises

General

Administration/Management
Entrepreneurship
Writing/Communication

Computers/Technology
Marketing

Consulting
Operations

Industry Experience

Computers Nonprofit

Consulting
Restaurant/Hospitality

Health Care

Languages

English

French

Service Interests

Arts and Culture

Choral/Singing Media,
Communications Theatre

Dance
Music
Visual Arts

Literature/Humanities
Performing Arts
Centers/Organizations

Education Higher

Education Primary

Library
Secondary

Preschool Special
Education

Health Hospital/Health
Centers

Medical Research

Human Services

Community Recreation
Family Services Public
Safety
Boy Scouts

Crime Prevention
Foster Care/Adoption
Sports/Athletics
Girl Scouts

Developmental Disability
Neighborhood Centers
Youth Centers

Public, Societal Benefit
Advocacy Economic
Development

Community Development
Nonprofit Management

Leadership Development

Religion
Christian

Nonprofit Preferences

Budget Does not
matter

Monthly Time Commitment
12-16 Hours

Ellenmorris Tiegerman, Ph.D.

EDUCATION

C.U.N.Y.	1973-1979 Ph.D.	Speech/Language Pathology
C.U.N.Y.	1973-1979 M.Phil.	Speech/Language Pathology
Brooklyn College	1971-1974 M.S.	Speech Pathology
Brooklyn College	1966-1971 B.A.	Speech Pathology/Audiology
Adelphi University	1996-1998 M.S.	Special Education
Adelphi University	2002-2004 MSW	Social Work

CERTIFICATION

Administrative Certificate: SAS: NY SED Certificate
Teacher of Special Education: NY SED Certificate
Teacher of the Speech and Hearing Handicapped: NY SED. Certificate
Teacher of Early Childhood: NYSED Certificate
Fellow American Academy of Experts in Traumatic Stress
Board Certification in School Crisis Response

LICENSURE

New York State License: Speech/Language Pathologist
C.C.C. Certificate of Clinical Competence in Speech/Language Pathology, ASHA

PROFESSIONAL AFFILIATION

1. Board of Scientific and Professional Advisors: The American Academy of Experts in Traumatic Stress.
2. Member, American Speech Language and Hearing Association.

PROFESSIONAL EXPERIENCE

Founder and Executive Director	School for Language and Communication Development	Present
Full Professor	Adelphi University	1998-2005
Associate Professor	Adelphi University	
	Department of Psychology	1990-1998
Assistant Professor	Department of Speech Arts and Communication Disorders	1982-1990
Founder and Director		
Preschool Language Program	Adelphi University	1983-1985
Director Speech & Hearing Center	Adelphi University	1983-1985

Ellenmorris Tiegerman, Ph.D.

Assistant Professor	Adelphi University	1982-1984
Adjunct Assistant Professor	Adelphi University	Spring 1981
Adjunct Assistant Professor	C.W. Post	
	Department of Speech	Spring 1981
Adjunct Assistant Professor	Marymount College	Fall 1980
Instructor	Queens College	
	Department of Speech and Theater	1977-1981
Doctoral Fellowship	C.U.N.Y	1975-1977
Graduate Assistant	Brooklyn College	1971-1973

PROFESSIONAL ACTIVITIES

1. New York State Early Intervention Coordinating Council (EICC) – Gubernatorial appointment, 1997 – 2004.
2. Executive Committee – EICC, 1999 – 2004.
3. Chairperson, Parent Involvement Committee – EICC, 1997 – 1999.
4. Preliminary Search Committee – Dean of the School of Business – Adelphi University, 1999.
5. Member, General Education Committee – Adelphi University, 1999.
6. Member, Board of Directors – Long Island Learning Disabilities Association, 1999.
7. Presidential Commission on Strategic Planning – Adelphi University, 1998.
8. Union Negotiating Team for Faculty Governance – Adelphi University, 1998.
9. Chairperson, Faculty Committee on Retention, Tenure and Promotion – Adelphi University, 1997.
10. Member Faculty Committee on Retention, Tenure and Promotion – Adelphi University, 1995-1997.
11. New York State Committee: 21st Century Schools – NYS Assembly appointment, 1997-1998.
12. Member, Board of Directors – Coalition for Child Care of Nassau County, 1998.
13. Governor Pataki's Transition Team: Education Committee, 1994.
14. Convention Chairperson Long Island Speech and Hearing Association, 1984.
15. Vice President Long Island Speech and Hearing Association, 1983-1984.
16. Co-Chairperson: Committee on Continuing Education, New York State Speech and Hearing Association, 1983-1984.

Ellenmorris Tiegerman, Ph.D.

Publications:

Books

1. RTI Guide: Making It Work, National Professional Resources, Port Chester, New York: 2009.
2. Tiegerman, E. and Bernstein, D. Language and Communication Disorders in Children, 6th Edition, Allyn and Bacon Publishing, 2009.
3. Tiegerman-Farber, E. and Radziewicz, C. Language Disorders in Children Real Families, Real Issues, and Real Interventions, Merrill Prentice Hall, 2008.
4. Tiegerman-Farber, E. and Bernstein, D. Language and Communication Disorders in Children, 5th Edition, Allyn and Bacon, publication date: 2002.
5. Tiegerman, E. and Radziewicz, C. Collaborative Decision Making: The Pathway to Inclusion, Prentice Hall, 1998.
6. Tiegerman, E. and Bernstein, D. Language and Communication Disorders in Children, 4th Edition, Allyn and Bacon Publishing, 1997.
7. Tiegerman, E. Language and Communication Intervention in Preschool Children, Allyn and Bacon Publishing, 1995.
8. Tiegerman, E. and Bernstein, D. Language and Communication Disorders in Children, 3rd Edition. Charles Merrill Publishing Co., 1993.
9. Tiegerman, E. and Bernstein, D. Language and Communication Disorders in Children, 2nd Edition. Charles Merrill Publishing Co., 1989.
10. Tiegerman, E. and Bernstein, D. Language and Communication Disorders in Children, 1st Edition. Charles Merrill Publishing Co., 1985.
11. Tiegerman, E. and Fraser, D. Babysignals, Walker Publishing, 1987.

Chapters

1. Tiegerman-Farber, E. Interactive Teaming: The Changing Role of the Speech/Language Pathologist, in Bernstein and Tiegerman-Farber (6th Edition) Language and Communication Disorders in Children, Allyn and Bacon, 2009.
2. Tiegerman-Farber, E. Autism Spectrum Disorders in Children: Learning to Communicate in Bernstein and Tiegerman-Farber (6th Edition), Language and Communication Disorders in Children, Allyn and Bacon, 2009.
3. Tiegerman-Farber, E. and Radziewicz, C. Language and Communication Assessment, in Bondurant-Utz (Edition) Practical Guide to Assessment in Early Childhood Special Education. Prentice Hall publication date: 2002.
4. Tiegerman-Farber, E. Interactive Teaming: The Changing Role of the Speech/Language Pathologist, in Bernstein and Tiegerman-Farber (5th Edition) Language and Communication Disorders in Children, Allyn and Bacon, 2002.
5. Tiegerman-Farber, E. Autism Spectrum Disorders in Children: Learning to Communicate in Bernstein and Tiegerman-Farber (5th Edition), Language and Communication Disorders in Children, Allyn and Bacon, 2002.

Ellenmorris Tiegerman, Ph.D.

6. Tiegerman-Farber, E. (1996). Social Cognition: The Communication Imperative, in Bernstein and Tiegerman-Farber Language and Communication Disorders in Children, (4th Edition), 32-107.
7. Tiegerman-Farber, E. (1996). The Ecology of the Family: The Language Imperative, in Bernstein and Tiegerman-Farber Language and Communication Disorders in Children, (4th Edition), 108-193.
8. Tiegerman-Farber, E. (1996). Autism: Learning to Communicate, in Bernstein and Tiegerman-Farber Language and Communication Disorders in Children, (4th Edition), 815-981.
9. Tiegerman-Farber, E., and Modugno, P. Computerizing A Speech and Hearing Center in Grossfeld and Grossfeld (Ed.) Computer Technology in Speech Pathology/Audiology. Aspen, 1986.

Professional Review Panels

1. New York State Department of Health: Hearing Loss Clinical Practice Guideline, 7/26/01
2. New York State Department of Health Motor Disabilities: Clinical Practice Guideline, 4/12/01
3. New York State Department of Health: Down's Syndrome Clinical Practice Guideline, 8/15/01
4. New York State Department of Health: Communication Disorders, 7/15/00

Publication: Journal Articles

1. Tiegerman-Farber, E. Developmental Disabilities and the Law. Response, Winter 2001/2002.
2. Tiegerman-Farber, E. Understanding Parents of Children with Disabilities. Trauma Response, (1998/1999. (5) (1) (p. 34-35).
3. Tiegerman, E. and Fraser, D. Influence of social density upon the interactional behaviors of severely language disordered children. Resources in Education Journal, 1989.
4. Tiegerman, E. and Siperstein, M. Individual patterns of interaction in the Mother child Dyad: Implications for the Language Disordered Child. Topics in Language Disorders, 1985, 4, 50-52.
5. Tiegerman, E. and Golfarb, R. Autism: International Encyclopedia of Education: Research Studies. Pergamon Press, 1984.
6. Tiegerman, E. and Primavera, L. Gaze communication behavior in autistic children. Journal of Autism and Developmental Disorders. 1984, 14, 27-28.
7. Tiegerman, E. and Prizant, B. Working with language impaired children: Problems/issues often encountered but (too) rarely discussed. Journal of the National student Speech-Language Hearing Association. 1984, 11, 18-32.
8. Tiegerman, E. and Primavera, L. Object Manipulation: An interactional strategy with Autistic children, Journal of Autism and Developmental Disabilities, 1981, 11, 427-439.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Ana Bishop
Signature

2/23/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

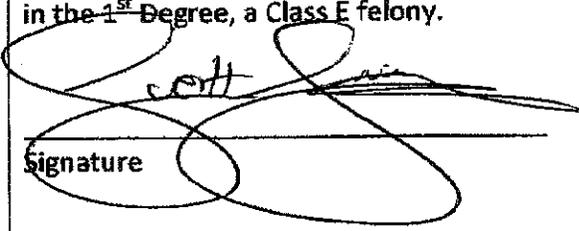
Paul Rosen
Signature

3-8-11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

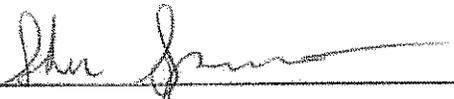

Signature

3/2/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/1/2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Ellen Morris Tregenman
Signature

3/1/11
Date

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

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

Name: Dr. Ellenmorris Tiegerman
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Great Neck, NY 11021

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Glen Cove, NY 11542

Business E-Mail/Fax: [REDACTED]

Charter School Name: Dignitas Academy Charter School

Charter School Address: TBA

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

Finance

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I am one of the lead applicants.
5. Please explain why you wish to serve on the board. To provide strong leadership, educational direction and clarity of mission.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

being or will be conducted.

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

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

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

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
Program for ELL students K-12.
18. Please explain your understanding of the educational program of the charter school.
The Dignitas Academy Charter School is specifically designed to address the individual language learning needs of students with limited English proficiency. The educational program utilizes a response to intervention (RTI) tier model which assesses students within specific academic areas to determine their competency. When student performance does not meet school objectives, levels of instructional intensity are increased. This provides the school with a methodological approach to systematically assess individual student learning over time. The foundation underlying the curriculum is Language First.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
A successful charter school has the following characteristics: a) a clear mission, b) strong leadership, c) parent collaboration, d) community involvement and support, e) an engaged Board of Trustees, f) a strong financial foundation.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. Charter is issued to the Board which has fiduciary and educational

responsibilities to ensure legal compliance and implementation of the school's educational mission.

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

Yes.

22. Please provide any other information that you feel is pertinent to the Department's review. I have developed many educational programs and have a strong research background.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of the Board from Dr. Tiegerman.
5. Please explain why you wish to serve on the board. I served as a member of the board of directors of the non-profit organization, Bronx Educational Services (BES) for several years until it was eventually merged with Literacy Partners, Inc. in the 1990s. Our focus then was to teach language, especially reading and writing in English and Spanish to adults. Literacy Partners is still one of the most successful not-for-profit volunteer organizations in the country, and still integrates the lessons learned from BES serving English language learners in the Bronx for many years. Being on the proposed charter school would allow me to continue to contribute from my knowledge and experience, but this time focusing on younger students.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I am a successful entrepreneur who has created her own business in the educational technology industry and am well respected and published in the fields of educational technology and the teaching of English. I have management and private-sector business experience from 13 years of work at a senior level at IBM and from having been the unit manager for professional development at the NYC Department of Education's office of Instructional Technology from 2003-2005. Furthermore, my educational background, training and professional experiences will contribute to the management of the charter schools.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would ask the person in question directly and if not satisfied with their response, would bring up the matter before the Board. Fiduciary responsibility as a Board member includes notifying the other members of any possibilities of impropriety or conflicts of interest whether it is myself or any other Board member. There is no better way to deal with suspicions or accusations of impropriety than to ask the person in question to confirm or deny and to clarify any possible misunderstandings. If suspicions are not allayed in private discussion, it is critical to request that the questioned party provide proof of proper behavior to the entire Board. Early on, the head executive of the board must be notified and the item must be placed on the Board's agenda for discussion and resolution. Of course, this is assuming that the bylaws don't already have a more formal process in place to deal with these matters.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The Dignitas Academy Charter School's mission is to educate students who are academically at risk primarily due to issues related to limited English proficiency. The charter school utilizes a language-immersion model, which is integrated across the educational curriculum. The Dignitas Academy's mission is to enhance each child's learning potential.
18. Please explain your understanding of the educational program of the charter school. The Phoenix Academy Charter School is specifically designed to address the individual language-learning needs of students with limited English proficiency. The educational program utilizes a response to intervention (RTI) tier model, which assesses students within specific academic areas to determine their competency. When student performance in the academic/content areas does not meet school objectives, levels of instructional intensity are increased until those objectives are met. This provides the school with a methodological approach to systematically assess individual student

learning over time.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
- a) Identify a diverse Board consisting of community leaders and business people, b) engage parents as partners in educational learning, c) fundraise to ensure adequate technology and educational resources, d) identify a strong school leader, e) ensure compliance within the charter school by meeting on a regular basis to discuss educational issues and address school concerns.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. It is my understanding that charter school Boards remain accountable to the public as well as being entrusted and charged with the responsibility of delivering specific educational results. As such, the school's performance under the charter is answerable to the parents of students for its service but also to the community at large, which is where these students will eventually need to function and succeed. Although a Board may contract for specific tasks and functions, it still has the responsibility and ultimate accountability for the school's success or failure. I also know that a Board of Trustees (as a governing Board) must maintain Federal tax-exempt status and also must be responsible for the fiscal integrity of the organization. It is also the primary responsibility of the Board of Trustees to review the bylaws of the organization and ensure that there are no conflicts of interest, which will affect the organization's accountability. Board members must meet on a regular basis to review school goals, student performance goals, and financial management.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes.
22. Please provide any other information that you feel is pertinent to the Department's review. I have had the opportunity to serve for several years on the Board of Directors of Bronx Educational Services (see answer to question 3, above) --an approved not-for-profit educational/literacy service provided to the adult community of the Bronx for over 20 years. BES served over 170 students at a time for 8 or more hours a week in a classroom setting at its main educational facility. In 1986, the BES facility was honored for its non-tutoring approach by the US Department of Education and its teachers were asked to replicate the excellent results BES had with adults by training other literacy non-profits across the country on its methodology. In 1995, the Board voted to become part of Literacy Volunteers of NYC (now Literacy Partners) in 1995 and the BES's own director became the director of Literacy Partners. Until then, BES was supported by such donors as the Kellogg Foundation, grants from the federal government, the DeWitt and Lila Wallace Foundation (Reader's Digest), the IBM foundation and numerous other respected sources of private and public funding. While serving as a Board member of BES, I

participated in Board training and development and was actively involved in the observation of teachers and students in the classroom as part of the Board commitment to stay current with the methods and staff.

As a manager at IBM, I had responsibility for the implementation of grants given by IBM and the Mott Foundation for technology projects in New York City schools and as such had to report to their Boards. In addition, the Board of Directors of the National Association for Bilingual Education (NABE) appointed me to be the temporary annual conference coordinator for its 2008 convention in Tampa, and I worked directly with the Board during all the pre-planning stages of the convention.

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

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

Name: Scott Liewehr
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]
New Hyde Park, NY 11040

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]
New Hyde Park, NY 11040

Business E-Mail/Fax: [REDACTED]

Charter School Name: Dignitas Academy Charter School

Charter School Address: TBA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I presently serve on the Board of Directors of the School for Language and Communication Development. SLCD is a 501c3 educational institution providing special education services to students with disabilities on Long Island and in New York City. The Executive Director of the school, Dr. Ellenmorris Tiegerman, discussed the development of a charter school at several Board meetings, and I became aware of the opportunity to serve on the Board of Trustees of the charter school.
5. Please explain why you wish to serve on the board. I have had the opportunity to serve on SLCD's Board of Directors in several capacities. In so doing, I have learned a great deal about children with disabilities, special education, and have developed a tremendous respect for the educational staff working at SLCD. I have watched the children at SLCD grow and change and have become aware of the importance of language as the foundation to all academic learning. The charter school provides another opportunity for me to contribute my skills and abilities to another educational institution serving children.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): Board of Directors for School for Language and Communication Development.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

or charter management organization.

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. If I encountered information which led me to believe a member of the school's Board had a conflict of interest, I would first seek to confirm the information by inquiring directly with the Board member. If confirmed, I would request that the information be disclosed by the Board member directly with the rest of the Board, and then follow up to ensure that either the conflict is eliminated or the Board member recuse(s) themselves from service on the Board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The Dignitas Academy Charter School's mission is to educate students who are academically at risk primarily due to issues related to limited English proficiency. The charter school utilizes a language immersion model which is integrated across the educational curriculum. The Dignitas Academy's mission is to enhance each child's learning potential.
18. Please explain your understanding of the educational program of the charter school. The Dignitas Academy Charter School is specifically designed to address the individual language learning needs of students with limited English proficiency. The educational program utilizes a response to intervention (RTI) tier model which assesses students within specific academic areas to determine their competency. When student performance does not meet school objectives, levels of instructional intensity are increased. This provides the school with a methodological approach to systematically assess individual student learning over time. The foundation underlying the curriculum is Language First.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Primarily, a charter school is successful if it achieves its mission, which in the case of Dignitas

Academy is to educate students who are academically at risk due to limited proficiency. The charter school will be effective if it can facilitate each child reaching his/her maximum learning potential. The Board is ultimately accountable for ensuring that the school achieve its mission and delivers the educational results specified in the charter. While the administrators and teachers at the Dignitas Academy are extremely talented and will be wholly responsible for the school's success, the Board will meet regularly to review metrics related to student performance, financial management, etc. to ensure the program remains successful.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. Charter school Boards are entrusted and charged with the responsibility of delivering specific educational results. As a result, the Board remains accountable to the public for the school's performance under the charter. The Board may contract for specific tasks and functions, but it retains the responsibility and ultimate accountability for the school's success or failure. The Board of Trustees as a governing Board must maintain Federal tax exempt status and as a result must be responsible for fiscal integrity of the organization. It is also the primary responsibility of the Board of Trustees to review the bylaws of the organization and ensure that there are no conflicts of interest which will affect the organization's accountability. Board members must meet on a regular basis to review school goals, student performance goals, and financial management.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes, I have.
22. Please provide any other information that you feel is pertinent to the Department's review. N/A.

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

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

Name: Paul Rosen
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]
Huntington, NY 11743

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Dignitas Academy Charter School

Charter School Address: TBA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Through SLCD.
5. Please explain why you wish to serve on the board. To provide services to those in need!
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): Chair of SLCD.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes. Board Chair of SLCD.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. Based on my experiences on SLCD's Board of Directors, the school's bylaws and conflict of interest policy must be discussed at the annual Board meeting. If and when a conflict of interest were to arise, the matter would be brought to the attention of the Executive Committee and addressed immediately. Each Board member must sign a letter indicating that he or she understands that there is a conflict of interest policy that must be upheld.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. Whereas SLCD has been committed to serving students with disabilities, the charter school will be specifically designed to meet the needs of English language learners. This population requires a different educational model which is being proposed by the lead applicants. It has also become very clear that public schools have not been effective in meeting the multicultural and educational needs of students with limited English proficiency.
18. Please explain your understanding of the educational program of the charter school. The DACS will have a preference for serving students who are second language learners including those with developmental disabilities. The charter school will provide an extended year and school day with intensive instruction in English Language Development, Reading and Mathematics. The school will primarily serve students from District 30 and will provide parents with seminars and programs to further their understanding of their children's educational development. It is critical that the charter school become an integral part of the community within which it resides.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Based on my experiences on SLCD's Board of Directors, the schools bylaws and conflict of interest

policy must be discussed at the annual Board meeting. If a conflict of interest were to arise, the matter would be brought to the attention of the Executive Committee and addressed immediately. To ensure that a conflict of interest does not occur, each Board member will sign a letter indicating that he/she understands that there is a conflict of interest policy which must be upheld by all members of the Board.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. The Board of Trustees of a charter school has a governance responsibility which requires a close relationship not only between Board members but between the community and the Board as well as parents and the Board. This close relationship requires a collaborative interchange in decision-making.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes.
22. Please provide any other information that you feel is pertinent to the Department's review. I have extensive business experiences and have been actively involved in the development of non-profit boards, programs and fundraising.

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

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

Name: Sher Sparano
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]
Forest Hills, NY 11375

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: [REDACTED]

Charter School Name: Dignitas Academy Charter School

Charter School Address: TBA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I presently serve on the Board of Directors of the School for Language and Communication Development which is a 501c3 educational institution providing special education services to students with disabilities on Long Island and in New York City. Dr. Tiegerman discussed the development of a charter school at several Board of Directors meetings, and I became aware of the opportunity to serve on the Board of Trustees of the charter school.
5. Please explain why you wish to serve on the board. The charter school provides an opportunity for me to contribute my skills and abilities to another educational institution serving children.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I have had the opportunity to serve on SLCD's Board of Directors in several different capacities. I have learned a great deal about children with disabilities, special education, and have developed a tremendous respect for the educational staff working at SLCD. I have broadened my personal knowledge of different and diverse learners and have embraced SLCD's vision of education. The motto at SLCD is, "Language Learning for Lifelong Success." I have watched the children at SLCD grow and change and have become aware of the importance of language as the foundation to all academic learning.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring the issue to the attention of the Chairman of the Board of Trustees and have the matter brought before the Board at its next meeting.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The Dignitas Academy Charter School's mission is to educate students who are academically at risk primarily due to issues related to limited English proficiency.

18. Please explain your understanding of the educational program of the charter school. The Dignitas Academy Charter School is specifically designed to address the individual language learning needs of students with limited English proficiency. The educational program utilizes a response to intervention (RTI) tier model which assesses students within specific academic areas to determine their competency. When student performance does not meet school objectives, levels of instructional intensity are increased. This provides the school with a methodological approach to systematically assess individual student learning over time. The foundation underlying the curriculum is Language First.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. I believe that a charter school, like any other educational institution, must have a clearly articulated mission. It must also have a Board which is supportive and involved in long-term planning. A successful charter school also needs a strong leader who can implement the school's mission.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. Charter school Boards are entrusted and charged with the responsibility of delivering specific educational results and as a result, the Board remains accountable to the public for the school's performance under the charter. The Board may contract for specific tasks and functions, but it retains the responsibility and ultimate accountability for the school's success or failure. The Board of Trustees as a governing Board must maintain Federal tax exempt status and as a result must be responsible for fiscal integrity of the organization. It is also the primary responsibility of the Board of Trustees to review the bylaws of the organization and ensure that there are no conflicts of interest which will affect the organization's accountability. Board members must meet on a regular basis to review school goals, student performance goals, and financial management.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes.
22. Please provide any other information that you feel is pertinent to the Department's review. I have had the opportunity to serve for several years on the Board of Directors of the School for Language and Communication Development which is an approved nonpublic school serving students with disabilities. I have served on the Nominating and Events Committees, and I have also functioned as Vice Chair of the Board of Directors. While serving as a Board member, I participated in Board training and development and been actively involved with teachers and students. I have been adopted as a Board member by several classes of students. I have attended classroom activities and been actively engaged in the school's programs.

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

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

Name: Nancy Eng
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]
Fort Lee, NJ 07024

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]
New York, NY 10013

Business E-Mail/Fax: _____

Charter School Name: Dignitas Academy Charter School

Charter School Address: TBA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I am very familiar with Dr. Tiegerman's work in the area of language/communication development.
5. Please explain why you wish to serve on the board. I have the professional background and scholarship to make contributions to the Board/school.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

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

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. Bring this to the attention of the Board Chair/CEO for discussion.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The Dignitas Academy Charter School's mission is to educate students who are academically at risk primarily due to issues related to limited English proficiency. The charter school utilizes a language immersion model which is integrated across the educational curriculum. The Dignitas Academy's mission is to enhance each child's learning potential.

18. Please explain your understanding of the educational program of the charter school. The Dignitas Academy Charter School is specifically designed to address the individual language learning needs of students with limited English proficiency. The educational program utilizes a response to intervention (RTI) tier model which assesses students within specific academic areas to determine their competency. When student performance does not meet school objectives, levels of instructional intensity are increased. This provides the school with a methodological approach to systematically assess individual student learning over time. The foundation underlying the curriculum is Language First.

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

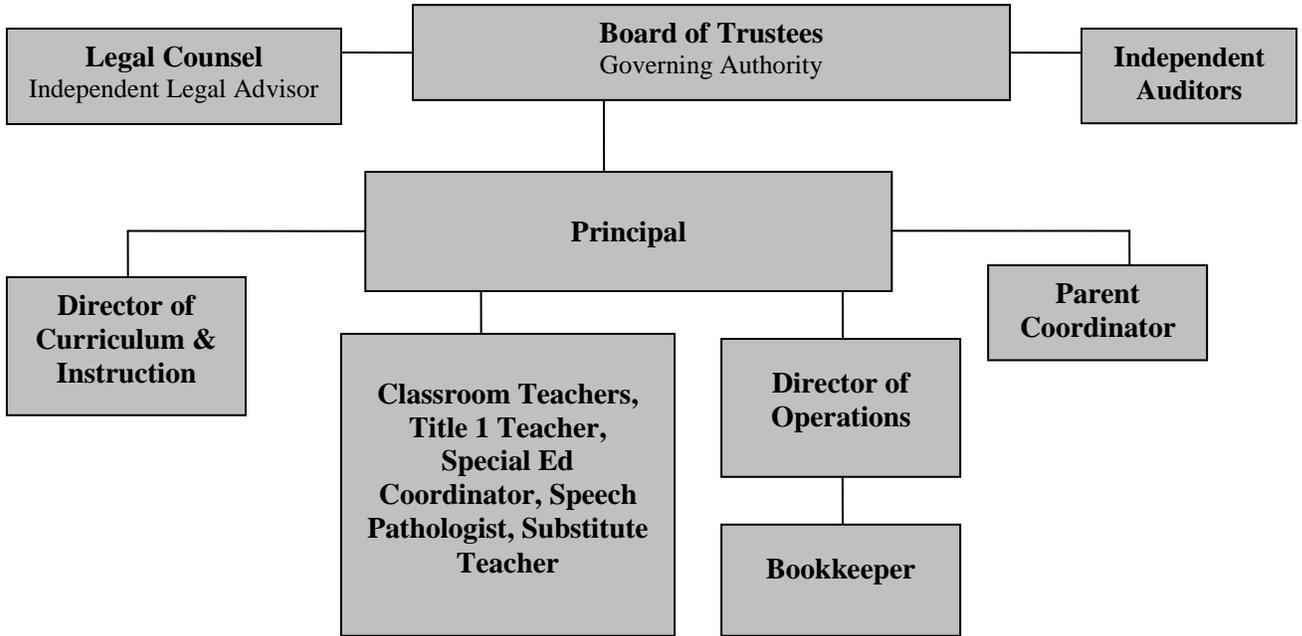
Other

20. Please explain your understanding of the appropriate role of a public charter school board member. Charter school Boards are entrusted and charged with the responsibility of delivering specific educational results and as a result, the Board remains accountable to the public for the school's performance under the charter. The Board may contract for specific tasks and functions, but it retains the responsibility and ultimate accountability

for the school's success or failure. The Board of Trustees as a governing Board must maintain Federal tax exempt status and as a result must be responsible for fiscal integrity of the organization. It is also the primary responsibility of the Board of Trustees to review the bylaws of the organization and ensure that there are no conflicts of interest which will affect the organization's accountability. Board members must meet on a regular basis to review school goals, student performance goals, and financial management.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes.
22. Please provide any other information that you feel is pertinent to the Department's review. I have served on the Board of Directors for Immigrant Social Services and the Lower East Side Family Union. These are two organizations whose missions are to aid and assist immigrant families in matters related to education, health care and housing. For both organizations, I have had opportunity to observe the day-to-day operations of the programs and to meet with clients of each program.

Dignitas Academy Charter School – Organizational Chart



Dignitas Academy Charter School – Key Position Descriptions

Position:	<i>Principal</i>
Reporting:	Chair of Board of Trustees/Board of Trustees
Job Description:	<ul style="list-style-type: none"> • Supervise the health, safety, and behavior of students. • Supervise all school faculty and staff. • Achieve educational goals as set forth by the Board. • Direct and monitor educational progress at the school. • Achieve financial goals as set forth by the Board. • Build relationships with parents, community and business leaders. • Supervise all aspects of operational and financial functions.
Responsibilities:	<ul style="list-style-type: none"> • Communicate school vision to staff, parents, Board and community. • Recruit and interview new staff. • Evaluate and assess teaching staff. • Focus school program on high student expectations and high student achievement. • Monitor the instructional and social progress of students, and make or propose changes where necessary. • Build faculty and staff into a team. • Ensure the collection and maintenance of student documents and records relevant to their health, safety, and academic progress. • Implement appropriate behavior management system. • Guide, monitor, and manage the behavior of students. Articulate and implement a clear discipline policy, understood by faculty and staff, students and parents. Meet with parents to enforce the policy and improve student behavior. • Oversee after school programs. • Ensure compliance with all relevant local, state, and federal laws. • Interact with parents, to communicate information, respond to concerns, and generally represent the school. • Work to build a strong PTA. • Report to the board of trustees on school progress at regularly scheduled meetings. • Supervise data collection system. • Represent the school in relations with the community as a whole, the press, educational organizations, federal, state, and local organizations, and politicians. • Network with community-based organizations and educational groups on innovations that can benefit the school.
Qualifications:	<ul style="list-style-type: none"> • A highly successful and proven track record as a Principal: <ul style="list-style-type: none"> ○ <u>Minimum 3-5 years experience</u> as a highly successful Principal or School Administrator in a disadvantaged, urban environment ○ <u>Highly successful track record of student achievement</u> as demonstrated by school performance on standardized tests and other measures of academic achievement. ○ <u>Highly successful track record of non-academic performance</u> as demonstrated by non-academic measures of success such as student attendance, discipline incidents, parent satisfaction, faculty satisfaction, etc.

Dignitas Academy Charter School – Key Position Descriptions

	<ul style="list-style-type: none"> ○ Clear understanding and <u>extensive experience with data-driven instruction and standards-based curriculum.</u> ● <u>Proven abilities as a strong financial manager</u> as demonstrated by prior responsibility for school budgeting, success managing school budgets to accomplish educational goals, creativity in maximizing use of existing funds, initiative in obtaining new grant revenues and other funding to support educational goals, etc. ● <u>Proven abilities in building parent and community partnerships</u> <ul style="list-style-type: none"> ○ Has generated very high levels of parent involvement. ○ Has developed strong and effective PTA organizations. ○ Has created community-school partnerships for after-school services, student teaching programs, funding support, etc. ● <u>Very strong communication and interpersonal skills</u> <ul style="list-style-type: none"> ○ Excellent written and oral communication skills. ○ Ability to interact successfully with all levels of personnel from school board members to parents and staff. ● <u>Has exhibited highest standards of ethical and moral character</u> ● <u>Appropriate certification for middle school administration.</u>
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Position:	<i>Director of Curriculum and Instruction</i>
Reporting:	Principal
Job Description:	Manage the instructional program of the school, leading the design and implementation of curricula, instructional methodologies, assessments, and school culture. He/she will not be responsible for the non-academic operations of the school.
Responsibilities:	<ul style="list-style-type: none"> ● Work with the School Director to recruit, select, develop, and retain amazing teachers. ● Design and build a school culture of high academic and behavioral expectations. ● Provide daily observation, coaching and feedback to teachers. ● Conduct regular formal observations and evaluations of teachers. ● Plan and implement professional development for teachers. ● Track and analyze data to support and grow student achievement. ● Ensure that every student shows dramatic student achievement gains. ● Cultivate positive relationships with parents and families. ● Teach a core academic subject in addition to instructional leadership responsibilities. ● Report directly to the Principal. ● Other such duties and are determined to be appropriate for the successful operation of the school.
Qualifications	<ul style="list-style-type: none"> ● Masters degree in Education. ● Experience in K-12 public education administration. ● Strong background in curriculum, staff development and best instructional practices. ● Intimately knowledgeable in developing interdisciplinary units that efficiently and effectively assist novice teachers in implementing a comprehensive instructional program. ● Teaching experience with low income students and a proven track record of producing dramatic student achievement gains as a teacher

Dignitas Academy Charter School – Key Position Descriptions

	<p>and/or leader.</p> <ul style="list-style-type: none"> • Strong leadership skills and the proven ability to manage and motivate people. • Belief and demonstrated experience in creating a structured school environment that promotes a positive culture of achievement. • An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up organization.
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Position:	<i>Director of Operations</i>
Reporting:	Principal
Summary Job Description:	Primary accountability for performing and overseeing staff who perform the following operations, business, and student support functions: Accounting & Finance; Human Resources; Operations -- procurement & inventory, student enrollment, student records, attendance, health services, transportation, food service; Facility; and Technology.
Responsibilities & Duties:	<p>Primary accountability for overseeing and performing (at the Principal’s direction) the following Operations, Business & Student Support functions:</p> <ul style="list-style-type: none"> • Maintain HR systems, employee benefits, personnel records, and employee handbook. • Manage procurement process, source selection, seek cost reductions, and support negotiations. • Support School Director in performance management (cost, schedule, quality) of outside vendors. • Ensure contractor compliance with applicable federal and state regulations. • Manage school finances, including bookkeeping, receipts, disbursements, payables, receivables, purchase orders, payroll, taxes, monthly financial reports and grant reports. • Implement proper fund accounting and reporting for restricted state, federal and private grants. • Work with School Director to create and oversee the school’s budget process. • Prepare for annual audit and maintain detailed school records to ensure unqualified opinion. • Oversee compliance with all state and federal laws and reporting requirements. • Prepare reports and materials for monthly meetings of the Board of Trustees. • Additional Projects: <ul style="list-style-type: none"> o Assist with interviewing, hiring and overseeing administrative/ clerical personnel. o Assist the Principal on additional projects as requested, such as serving as a back-up lead administrator, or any other activity helpful for the success of the school.
Qualifications:	<ul style="list-style-type: none"> • Bachelors degree in a related discipline, preferably an MBA in business; or equivalent work experience. • Experience in K-12 public education administration; and/or experience in small business administration/operations/accounting preferred. • Strong leadership skills and the proven ability to manage and motivate

Dignitas Academy Charter School – Key Position Descriptions

	<p>people.</p> <ul style="list-style-type: none"> • An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up organization.
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Position	<i>Bookkeeper</i>
Reports to	Director of Operations
Job Description	To assist Director of Operations in all operations and finance tasks. Interact positively with community, teachers, staff, parents and students.
Responsibilities	<ul style="list-style-type: none"> • Keeps an accurate record of all receipts and disbursements for the funds allotted to the school for the purchase of supplies, equipment, etc. • Maintains a complete bookkeeping system for the school and all extra-curricular activities/grants/and special accounts. • Maintains files for all purchases that require quotes; Assists with keeping administration/ staff advised of balances and deadlines for all orders and expenditures; Keeps separate records for funds allocated to each department/account and records purchases made against each account. • Prepare and maintain accurate financial reports and accounting files for budgeting and accounting purposes. Typical tasks include performing bank reconciliations, preparing payroll journal entries, preparing supporting schedules for balance sheet accounts. • Assist with all phases of payroll services including processing of payroll through a payroll service provider, submission of garnishments and monthly retirement benefits reports. • Review and audit general ledger entries for accuracy (and balancing as needed). Prepare year-end journal entries including accruals and depreciation. • Knowledge of GAAP, business principles and standard operating practices, and a strong accounting background. • Assist in supplying information requested by year-end auditors. Be able to explain journal entries made and provide backup documentation for journal entries. • Assist in other business services related activities such as insurance renewals, compliance reporting, and review of payroll quarterly and yearly reports, submission of 1099s, 990s. • Records, codes, and files all purchase orders; Checks and reviews a variety of data for accuracy and completeness. • Replenish as needed all school forms for offices, staff, administrators and parents. • Tracking, maintaining and updating student files – Emergency Contact Info, Dietary Restriction Forms, Lunch Forms, Physical Health Forms; Student Late Pass Slips. • Maintain Administration’s staff files including Staff Emergency Contact Information. • Assist the Director of Operations with all administrative duties. • The above does not reflect the entire scope of the position’s tasks, responsibilities and duties. Additional duties and tasks may be requested by the Principal.
Qualifications	<ul style="list-style-type: none"> • Bachelors degree or at least five years of successful accounting experience.

Dignitas Academy Charter School – Key Position Descriptions

	<ul style="list-style-type: none"> • Knowledge of QuickBooks or use of comparable accounting system a plus. • Computer skills and proficiency in Microsoft Office (Word & Excel). • Ability to work as a member of a team. Ability to self start, prioritize, and multi-task. • Organizational skills with attention to detail. • Good communication skills.
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Position:	<i>Parent Coordinator</i>
Reporting:	Principal
Job Description:	<ul style="list-style-type: none"> • Increase parent involvement in the school by working closely with school, parent, and community organizations. • Serve as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues. • Conduct outreach to engage parents in their children’s education. • Serve as a school liaison to all parents. • Maintain ongoing contact with community organizations that are involved with providing services to support the school’s educational program.
Responsibilities:	<ul style="list-style-type: none"> • Distributing, collecting and logging of all in/out parent mailings/notices. • Organize open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents. • Interact with parents to communicate information and respond to concerns. • Communicate information about school interested parties. • Convene regular parent meetings and events around topics of key concerns to parents. • Attend parent meetings. • Work with parent leaders to build a strong parent organization. • Report the status of parent involvement projects and other parent related matters at regularly scheduled meetings with the Principal. • Represent the school in relations with the community as a whole, the press, educational organizations, federal, state, and local organizations, and politicians. • Network with community-based organizations and educational groups on innovations that can benefit the school. • Assist with administrative duties. • <i>The above does not reflect the entire scope of the position’s tasks, responsibilities and duties. Additional duties and tasks may be requested by the Principal.</i>
Qualifications:	<ul style="list-style-type: none"> • Master degree in Social Work or Bachelor degree in Social Work and six years of experience working with families and parents in education and/or community issues. • Familiarity with the New York City public school system. • Experience with convening workshops. • Excellent communication, organizational, interpersonal and problem-solving skills. • Conflict resolution and mediation skills.

Dignitas Academy Charter School – Key Position Descriptions

	<ul style="list-style-type: none"> • Proficiency with Microsoft Office applications. • Proficient in Spanish preferred.
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Position:	<i>Classroom/Specialty Teacher</i>
Reporting:	Principal
Job Description:	<ul style="list-style-type: none"> • Create a classroom environment conducive to optimizing teaching and learning. • Teach content area. • Manage classroom administration, data collection and record keeping. • Maintain positive communication with parents. • Interact with students, parents and colleagues in a professional, positive and inspiring manner.
Responsibilities:	<ul style="list-style-type: none"> • Set up and implement a behavior management system to guide student behavior. Make changes and seek out guidance as needed to manage behavior successfully. • Follow the discipline policy and system as articulated by the Principal and enforce guidelines at all times, in all places, with all students. • Recognize and encourage positive behavior. • Supervise the health, safety and welfare of students at all times. Bring all significant information relevant to health, safety and welfare to the immediate attention of the Principal. • Design additional challenges for gifted and talented students, including extra projects, small group work and independent work. • Design additional remediation for students falling behind in any aspect of the curriculum. Identify students with specific issues and work with Principal and school-based staff to address their needs. • Work with Special Educator(s) to integrate special education students into regular education classes. Consult with Special Educator, Principal and others as part of the Pupil Personnel Committee. Work with specialists contracted to service students with special needs inside the classroom, as they pull students aside or out for specific services. • Manage administration of the classroom, including marking daily attendance and lateness, checking notebooks, checking homework, making photocopies, displaying student work, completing meal tracking forms, helping to maintain a clean physical classroom environment, as well as any other administrative aspect of teaching. • Organize classroom – including furniture, materials, and visual aids - in an educationally appropriate way. • Record each student’s progress through both monitoring forms and marking book. • Work to incorporate students’ parents in the learning process. Keep parents apprised of student’s progress, attitude and behavior. Keep scheduled appointments and be accessible to parents when they have questions. • Attend, contribute and listen effectively in meetings and conferences. • As requested by Principal, be ready to help with other special needs of the school, including, but not limited to: substituting in other classrooms; preparing or supervising school celebrations; monitoring school trips;

Dignitas Academy Charter School – Key Position Descriptions

	<p>accompanying students to hospital in an emergency; overseeing testing; preparing test documents; helping with school administrative work; helping with loading and unloading school buses; and/or other tasks as needed.</p> <ul style="list-style-type: none"> • Be ready to participate in an important and entrepreneurial undertaking. • Interact with students in a firm, positive and constructive way at all times. • Interact with parents in a professional and gracious manner at all times. • Engage in conversation and behavior that uplifts and guides children.
Qualifications:	<ul style="list-style-type: none"> • NYS Certification in designated content area. • Two years of teaching experience with a record of high student achievement.

Position:	<i>ESL Designated Classroom Teacher</i>
Reporting:	Principal
Job Description:	Provide direct ESL services to students; Work with Principal, management, and other staff to build a successful school.
Responsibilities:	<ul style="list-style-type: none"> • To provide rigorous and appropriate instruction to ELL students that supports the acceleration of English and appropriate academic content. • To maintain appropriate and required documentation on every classroom student designated as an ELL student. • To make recommendations to mainstream staff about the types of accommodations, adaptations, special resources, courses, classes, and classroom adjustments that are appropriate for each ELL student. • Set up and implement a behavior management system to guide student behavior. Make changes and seek out guidance as needed to manage behavior successfully. • To make recommendations about the appropriate accommodations for all types of formal assessments whether within the school division or state by convening a LEP Review Committee and communicating those recommendations to parents and staff. • To serve as a liaison between the ELL student, his/her family and the school, especially with respect to cultural and language differences, and providing cross-cultural information to all parties that foster positive relationships. • To monitor ELL students' progress in all aspects of his/her academic schedule and their participation in all school activities and programs and promote and advocate for their participation as appropriate. • To participate in school division level staff development meetings and workshops both specific to ELL and generic in order to be connected to and knowledgeable of the most current trends, practices, and procedures. • To maintain on-going communication with parents and the families of ELL students in a meaningful way which may require the use of interpreters and translations. • Manage administration of the classroom, including marking daily attendance and lateness, checking notebooks, checking homework, making photocopies, displaying student work, completing meal tracking forms, helping to maintain a clean physical classroom environment, as well as any other administrative aspect of teaching.
Qualifications:	<ul style="list-style-type: none"> • A valid credential in ESL, TESOL, or ELL programs (or current

Dignitas Academy Charter School – Key Position Descriptions

	<p>enrollment in a credential program with expected completion by August 1, 2012).</p> <ul style="list-style-type: none"> • Two years of teaching experience with a record of high student achievement.
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Position:	<i>Special Education Coordinator</i>
Reporting:	Principal
Job Description:	<ul style="list-style-type: none"> • Work with teachers, Principal, specialists, parents and CSEs to develop, implement, and monitor Individualized Education Plans (IEPs) • Work with Principal, management, and other staff to build a successful school
Responsibilities:	<ul style="list-style-type: none"> • Work with special education students directly to meet the requirements of their Individualized Education Plan, and to address other educational needs. • Follow the discipline policy and system as articulated by the Principal, and enforce guidelines at all times, in all places, with all students. • Recognize and encourage positive behavior. • Supervise the health, safety and welfare of students at all times. • Bring all significant information relevant to health, safety, and welfare to the immediate attention of the Principal. • Work with students in various stages of the discipline system to improve their behavior and understanding of the rules. • Work with teachers to model, explain, and support inclusive special education. Help teachers to make modifications and adaptations to the curriculum and instructional program for children with IEPs. • Set up and manage the Pupil Personnel Committee, and its ongoing discussion of students who are experiencing difficulties in class. • Conduct informal assessments of students to diagnose special education issues. • Manage referrals to the appropriate Committee on Special Education, and coordinate the CSE meeting for each child. • Conduct and update development reviews of IEPs. • Arrange for and attend conferences with parent as appropriate. • Locate, interview, and arrange for the contracting of special education specialists, as required by students’ IEPs. Coordinate with specialists and Principal to arrange work assignments for specialists. • Ensure compliance between a student’s IEP and the school’s services. • Maintain a special education file containing all documentation concerning compliance and provision of services. • Be familiar with all relevant state and federal special education regulations. • Interact with Principal, and other school faculty and staff in a professional and cooperative manner. Treat colleagues with respect, mentor new staff as needed, and work as an excellent team member with others in the school. • As requested by Principal, be ready to help with other special needs of the school, including, but not limited to: substituting in other classrooms; preparing or supervising school celebrations; monitoring school trips; accompanying students to hospital in an emergency; overseeing testing;

Dignitas Academy Charter School – Key Position Descriptions

	<p>preparing test documents; helping with school administrative work; helping with loading and unloading school buses; and/or other tasks as needed.</p> <ul style="list-style-type: none"> • Interact with students in a firm, positive, and constructive way at all times. • Interact with parents in a professional and gracious manner at all times. • Engage in conversation and behavior that uplifts and guides children.
Qualifications:	<ul style="list-style-type: none"> • Master degree in Arts or Science in Special Education. • NYS Certification in Students with Disabilities. • Two years of teaching experience in a special education setting. • Knowledgeable of special education laws.

Position:	<i>Title I Teacher</i>
Job Description:	Responsible for designing and implementing Title I Program and creating a classroom environment conducive to optimizing teaching and learning.
Reports To:	Principal
Responsibilities:	<ul style="list-style-type: none"> • Develop differentiated instruction techniques to ensure students are appropriately engaged and challenged, as well as to accommodate various learning styles, personality styles, and the need for physical movement. • Teach writing skills using appropriate curriculum materials. • Screen students for Title I eligibility using appropriate measures (eg. State Assessments, ITBS, classroom teacher performance assessments/observations, etc). • Administer and score individually administered pre/post tests (eg. PIAT, etc.) • Interact with parents in a professional manner at all times. • Work to incorporate students’ parents in the learning process. • Maintain tracking forms on daily basis and submit them to the school-based staff developer at the end of the week. • Archive all lessons and assessments on school database. • Design additional remediation for students falling behind in any aspect of curriculum. • Record each student’s progress through both monitoring forms and marking book. • Keep parents apprised of student’s progress, attitude and behavior. • Interact with Classroom Teachers, the Principal and other school faculty and staff in a professional and cooperative manner. • Work as a team member with others in the school. • Facilitate informal meetings between teachers and support staff. • Assist as requested by Principal with other special needs of the school.
Qualifications:	<ul style="list-style-type: none"> • NYS Reading Certification. • Two years of teaching experience. • Previous Title I experience desirable. • Knowledge of ESEA Law (NCLB) desirable.

Position:	<i>Speech Language Pathologist</i>
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Dignitas Academy Charter School – Key Position Descriptions

Reporting:	Principal
Job Description:	Under the supervision of the Principal, provides school social work and advisory services for students manifesting social, emotional, behavioral and/or learning difficulties which interfere with the students' capacity to be successful in school. He/she works with the parents, teachers, other school personnel, outside agencies and the community to modify those aspects of the environment which interfere with positive school adjustments and healthy development
Responsibilities:	<ul style="list-style-type: none"> • Provide Speech Therapy to individual students and small groups of Special Education students as mandated by each student's Individualized Education Plan (IEP). • Identifies, assesses and when warranted and possible, modifies social emotional, cultural, economic as well as other environmental factors impacting negatively on a child's success in school. • Counsels students individually and in groups. • Provides consultation with school staff and parents concerning the growth and development of individual students. • Collaborates with school staff including other mental health providers assigned to respective schools. • Serves as a member of the School Improvement Team and the School Support Team. • Serves as a member of Crisis Intervention Teams. • Teach several small group Reading Classes for students who are significantly behind in literacy. • Work as a collaborative team-teacher alongside general education teachers in various other subject-area classes. • Maintains required records and prepares statistical reports as requested. • Carries out other professionally related activities as required.
Qualifications:	<ul style="list-style-type: none"> • Masters degree in Speech-Language Pathology. • NYS Certification in Speech Language Pathology (SLP) • Two or more years in working in a school setting. • Must have experience working with elementary school students providing speech services. • Experience working with diverse learners a plus.

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

Dignitas Academy Charter School

Contact Name: Dr. Ellenmorris Tiegerman
Contact Email: Drt@slcd.org
Contact Phone: 516-609-2000

Examples

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

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

Total Revenue	100,000
Total Expenses	100,000
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-
	START-UP PERIOD

DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

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

LOCAL and OTHER REVENUE

Contributions and Donations	100,000
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES 100,000

TOTAL REVENUE **100,000**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	
Executive Management	1.00	14,166
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	1.00	13,334
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	27,500

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

2.00	27,500
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	2,425
Fringe / Employee Benefits	3,655
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	6,080

TOTAL PERSONNEL SERVICE COSTS

2.00	33,580
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CONTRACTED SERVICES

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

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	14,420
Equipment / Furniture	-
Telephone	-
Technology	-

Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	25,000
Student Recruitment / Marketing	25,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	64,420
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-
TOTAL EXPENSES	100,000
NET INCOME	-

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

Dignitas Academy Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 September 1, 2011 to June 30, 2012

Total Revenue	100,000	-	-	-	-	-	100,000	-	-
Total Expenses	-	-	-	-	50,000	50,000	100,000	-	-
Net Income	100,000	-	-	-	(50,000)	(50,000)	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-
Net Income	100,000	-	-	-	(50,000)	(50,000)	-	-	-

	January	February	March	April	May	June	TOTAL	July	August
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REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue									
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-
Grants									
Stimulus	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-
Grants									
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE									
Contributions and Donations	100,000	-	-	-	-	-	100,000	-	-
Fundraising	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	100,000	-	-	-	-	-	100,000	-	-
TOTAL REVENUE	100,000	-	-	-	-	-	100,000	-	-

EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
	Positions								
Executive Management	1.00	-	-	-	7,083	7,083	14,166	-	-
Instructional Management	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	6,667	6,667	13,334	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	13,750	13,750	27,500	-	-
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	13,750	13,750	27,500	-	-
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	-	-	1,213	1,212	2,425	-	-
Fringe / Employee Benefits	-	-	-	-	1,827	1,828	3,655	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	3,040	3,040	6,080	-	-

TOTAL PERSONNEL SERVICE COSTS	2,00	-	-	-	-	16,790	16,790	33,580	-	-
CONTRACTED SERVICES										
Accounting / Audit	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	1,000	1,000	2,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	1,000	1,000	2,000	-	-
SCHOOL OPERATIONS										
Board Expenses	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	7,210	7,210	14,420	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	12,500	12,500	25,000	-	-
Student Recruitment / Marketing	-	-	-	-	-	12,500	12,500	25,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	32,210	32,210	64,420	-	-
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	50,000	50,000	100,000	-	-
NET INCOME	100,000	-	-	-	-	(50,000)	(50,000)	-	-	-
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	100,000	-	-	-	-	(50,000)	(50,000)	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	100,000	-	-	-	-	(50,000)	(50,000)	-	-	-

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

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,508,224	-	-	-	-	2,508,224
Total Expenses	2,226,575	-	-	-	209,600	2,436,175
Net Income	281,649	-	-	-	(209,600)	72,049
Actual Student Enrollment	168	-	-	-	-	168
Total Paid Student Enrollment	-	-	-	-	-	-

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

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	13,527	2,272,536	-	-	-	2,272,536
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,272,536	-	-	-	2,272,536
Special Education Revenue						
Grants						
Stimulus						
DYCD (Department of Youth and Community Developmt.)		65,688	-	-	-	65,688
Other						
Other						
TOTAL REVENUE FROM STATE SOURCES		2,338,224	-	-	-	2,338,224
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs						
Title I		100,000	-	-	-	100,000
Title Funding - Other		5,000	-	-	-	5,000
School Food Service (Free Lunch)		60,000	-	-	-	60,000
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES		165,000	-	-	-	165,000
LOCAL and OTHER REVENUE						
Contributions and Donations						
Fundraising						
Erate Reimbursement						
Earnings on Investments						
Interest Income						
Food Service (Income from meals)						
Text Book						
OTHER		5,000	-	-	-	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		5,000	-	-	-	5,000
TOTAL REVENUE		2,508,224	-	-	-	2,508,224

EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	85,000	-	-	-	85,000
Instructional Management						
Deans, Directors & Coordinators	1.00	80,000	-	-	-	80,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00				80,000	80,000
Administrative Staff	2.00				80,000	80,000
TOTAL ADMINISTRATIVE STAFF	5.00	165,000	-	-	160,000	325,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	7.00	385,000	-	-	-	385,000
Teachers - SPED	7.00	385,000	-	-	-	385,000
Substitute Teachers	1.00	45,000	-	-	-	45,000
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.50	82,500	-	-	-	82,500
Aides	-	-	-	-	-	-
Therapists & Counselors	3.00	165,000	-	-	-	165,000
Other	1.00	55,000	-	-	-	55,000
TOTAL INSTRUCTIONAL	20.50	1,117,500	-	-	-	1,117,500
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL						
SUBTOTAL PERSONNEL SERVICE COSTS	25.50	1,282,500	-	-	160,000	1,442,500
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		128,250	-	-	16,000	144,250
Fringe / Employee Benefits		192,375	-	-	24,000	216,375
Retirement / Pension		76,950	-	-	9,600	86,550
TOTAL PAYROLL TAXES AND BENEFITS		397,575	-	-	49,600	447,175

TOTAL PERSONNEL SERVICE COSTS	25.50	1,680,075	-	-	-	209,600	1,889,675
CONTRACTED SERVICES							
Accounting / Audit		15,000	-	-	-	-	15,000
Legal		5,000	-	-	-	-	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		63,000	-	-	-	-	63,000
Payroll Services		5,000	-	-	-	-	5,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		87,500	-	-	-	-	87,500
TOTAL CONTRACTED SERVICES		175,500	-	-	-	-	175,500
SCHOOL OPERATIONS							
Board Expenses		5,000	-	-	-	-	5,000
Classroom / Teaching Supplies & Materials		40,000	-	-	-	-	40,000
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		75,000	-	-	-	-	75,000
Supplies & Materials other		30,000	-	-	-	-	30,000
Equipment / Furniture		10,000	-	-	-	-	10,000
Telephone		-	-	-	-	-	-
Technology		30,000	-	-	-	-	30,000
Student Testing & Assessment		8,000	-	-	-	-	8,000
Field Trips		3,000	-	-	-	-	3,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		10,000	-	-	-	-	10,000
Staff Development		25,000	-	-	-	-	25,000
Staff Recruitment		10,000	-	-	-	-	10,000
Student Recruitment / Marketing		10,000	-	-	-	-	10,000
School Meals / Lunch		10,000	-	-	-	-	10,000
Travel (Staff)		5,000	-	-	-	-	5,000
Fundraising		-	-	-	-	-	-
Other		5,000	-	-	-	-	5,000
TOTAL SCHOOL OPERATIONS		276,000	-	-	-	-	276,000
FACILITY OPERATION & MAINTENANCE							
Insurance		30,000	-	-	-	-	30,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		5,000	-	-	-	-	5,000
Equipment / Furniture		5,000	-	-	-	-	5,000
Security		20,000	-	-	-	-	20,000
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		60,000	-	-	-	-	60,000
DEPRECIATION & AMORTIZATION		10,000	-	-	-	-	10,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	-	-	-	-	25,000
TOTAL EXPENSES		2,226,575	-	-	-	209,600	2,436,175
NET INCOME		281,649	-	-	-	(209,600)	72,049

ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)		168	-	-	-	-	168
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL ENROLLMENT		168	-	-	-	-	168
REVENUE PER PUPIL		14,930	-	-	-	-	14,930
EXPENSES PER PUPIL		13,253	-	-	-	-	14,501

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

Total Revenue	384,590	5,834	384,590	71,522	384,590	5,834	404,590	5,834	384,590	45,834	384,590	45,830	#####
Total Expenses	58,647	58,647	232,597	215,097	212,597	241,416	195,097	195,097	195,097	195,097	195,097	441,689	#####
Net Income	325,943	(52,813)	151,993	(143,575)	171,993	(235,582)	209,493	(189,263)	189,493	(149,263)	189,493	(395,859)	72,049
Cash Flow Adjustments	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,326)	(40,000)
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	322,609	(56,147)	148,659	(146,909)	168,659	(238,916)	206,159	(192,597)	186,159	(152,597)	186,159	(399,185)	32,049

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	13,527												
School District 2 (Enter Name)													
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 (Enter Name)													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527												
Special Education Revenue													
Grants													
Stimulus													
DYCD (Department of Youth and Community Developmt.)				65,688									65,688
Other													
Other													
TOTAL REVENUE FROM STATE SOURCES	378,756		378,756	65,688	378,756		378,756		378,756		378,756		2,272,536
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs													
Title I							20,000			40,000			100,000
Title Funding - Other	417	417	417	417	417	417	417	417	417	417	417	417	5,000
School Food Service (Free Lunch)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES	5,417	5,417	5,417	5,417	5,417	5,417	25,417	5,417	5,417	45,417	5,417	45,413	165,000
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising													
Estate Reimbursement													
Earnings on Investments													
Interest Income													
Food Service (Income from meals)													
Text Book													
OTHER	417	417	417	417	417	417	417	417	417	417	417	417	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	417	417	417	417	417	417	417	417	417	417	417	417	5,000
TOTAL REVENUE	384,590	5,834	384,590	71,522	384,590	5,834	404,590	5,834	384,590	45,834	384,590	45,830	#####

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Instructional Management	-													
Deans, Directors & Coordinators	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
CFO / Director of Finance	-													
Operation / Business Manager	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Administrative Staff	2.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
TOTAL ADMINISTRATIVE STAFF	5.00	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	325,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	7.00			29,615	29,615	29,615	44,423	29,615	29,615	29,615	29,615	29,615	103,657	385,000
Teachers - SPED	7.00			29,615	29,615	29,615	44,423	29,615	29,615	29,615	29,615	29,615	103,657	385,000
Substitute Teachers	1.00			4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000
Teaching Assistants	-													
Specialty Teachers	1.50			6,346	6,346	6,346	9,519	6,346	6,346	6,346	6,346	6,346	22,213	82,500
Aides	-													
Therapists & Counselors	3.00			16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	165,000
Other	1.00			5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000
TOTAL INSTRUCTIONAL	20.50			92,076	92,076	92,076	124,865	92,076	92,076	92,076	92,076	92,076	256,027	1,117,500
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-													
Librarian	-													
Custodian	-													
Security	-													
Other	-													
TOTAL NON-INSTRUCTIONAL	-													
SUBTOTAL PERSONNEL SERVICE COSTS	25.50	27,084	27,084	119,160	119,160	119,160	151,949	119,160	119,160	119,160	119,160	119,160	283,107	1,442,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		2,708	2,708	11,916	11,916	11,916	15,195	11,916	11,916	11,916	11,916	11,916	28,311	144,250
Fringe / Employee Benefits		4,063	4,063	17,874	17,874	17,874	22,792	17,874	17,874	17,874	17,874	17,874	42,466	216,375
Retirement / Pension		1,625	1,625	7,150	7,150	7,150	9,117	7,150	7,150	7,150	7,150	7,150	16,986	86,550
TOTAL PAYROLL TAXES AND BENEFITS		8,396	8,396	36,939	36,939	36,939	47,104	36,939	36,939	36,939	36,939	36,939	87,763	447,175
TOTAL PERSONNEL SERVICE COSTS	25.50	35,480	35,480	156,099	156,099	156,099	199,053	156,099	156,099	156,099	156,099	156,099	370,870	1,889,675
CONTRACTED SERVICES														
Accounting / Audit													15,000	15,000
Legal		417	417	417	417	417	417	417	417	417	417	417	413	5,000
Management Company Fee														
Nurse Services														
Food Service / School Lunch		5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	63,000
Payroll Services		417	417	417	417	417	417	417	417	417	417	417	413	5,000
Special Ed Services														
Titelment Services (i.e. Title I)														
Other Purchased / Professional / Consulting				6,731	6,731	6,731	10,096	6,731	6,731	6,731	6,731	6,731	23,556	87,500

CK - Should be Zero

TOTAL CONTRACTED SERVICES	6,084	6,084	12,815	12,815	12,815	16,180	12,815	12,815	12,815	12,815	12,815	44,632	175,500	175,500
SCHOOL OPERATIONS														
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	413	5,000	5,000
Classroom / Teaching Supplies & Materials	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000	40,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	37,500	20,000	17,500	-	-	-	-	-	-	-	75,000	75,000
Supplies & Materials other	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	30,000
Equipment / Furniture	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	10,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	30,000
Student Testing & Assessment	-	-	800	800	800	800	800	800	800	800	800	800	8,000	8,000
Field Trips	-	-	300	300	300	300	300	300	300	300	300	300	3,000	3,000
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
Staff Development	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	25,000
Staff Recruitment	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
Student Recruitment / Marketing	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
School Meals / Lunch	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
Travel (Staff)	-	-	500	500	500	500	500	500	500	500	500	500	5,000	5,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	417	417	417	417	417	417	417	417	417	417	417	413	5,000	5,000
TOTAL SCHOOL OPERATIONS	9,166	9,166	55,766	38,266	35,766	18,266	18,266	18,266	18,266	18,266	18,266	18,274	276,000	276,000
FACILITY OPERATION & MAINTENANCE														
Insurance	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	30,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	417	417	417	417	417	417	417	417	417	417	417	413	5,000	5,000
Equipment / Furniture	417	417	417	417	417	417	417	417	417	417	417	413	5,000	5,000
Security	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,663	20,000	20,000
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	4,989	60,000	60,000
DEPRECIATION & AMORTIZATION	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,087	25,000	25,000
TOTAL EXPENSES	58,647	58,647	232,597	215,097	212,597	241,416	195,097	195,097	195,097	195,097	195,097	441,689	2,436,175	2,436,175
NET INCOME	325,943	(52,813)	151,993	(143,575)	171,993	(235,582)	209,493	(189,263)	189,493	(149,263)	189,493	(395,859)	72,049	72,049
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	833	833	833	833	833	833	833	833	833	833	833	837	10,000	10,000
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,163)	(50,000)	(50,000)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,167)	(4,163)	(50,000)	(50,000)
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,334)	(3,326)	(40,000)	(40,000)
NET INCOME	322,609	(56,147)	148,659	(146,909)	168,659	(238,916)	206,159	(192,597)	186,159	(152,597)	186,159	(399,185)	32,049	32,049
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	322,609	(56,147)	148,659	(146,909)	168,659	(238,916)	206,159	(192,597)	186,159	(152,597)	186,159	(399,185)	32,049	32,049

**Dignitas Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

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

Total Revenue	2,508,224	3,520,346	4,565,005	5,609,663	6,654,321
Total Expenses	2,436,175	3,182,977	4,564,938	5,288,486	6,049,485
Net Income (Before Cash Flow Adjustments)	72,049	337,369	67	321,177	604,836
Actual Student Enrollment	168	240	312	384	456
Total Paid Student Enrollment	-	-	-	-	-

		Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue Percentage Increase						
		0.0%	0.0%	0.0%	0.0%	0.0%
Per Pupil Revenue		CY Per Pupil Rate				
School District 1 (Enter Name)	13,527	2,272,536	3,246,480	4,220,424	5,194,368	6,168,312
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,272,536	3,246,480	4,220,424	5,194,368	6,168,312
Special Education Revenue	-	-	-	-	-	-
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	65,688	28,152	28,152	28,152	28,152	28,152
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	2,338,224	3,274,632	4,248,576	5,222,520	6,196,464
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	-	5,000	5,000	5,000	5,000
Title I	100,000	142,857	185,714	228,571	271,429	271,429
Title Funding - Other	5,000	7,143	9,286	11,429	13,571	13,571
School Food Service (Free Lunch)	60,000	85,714	111,429	137,143	162,857	162,857
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	165,000	240,714	311,429	382,143	452,857
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	5,000	5,000	5,000	5,000	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	5,000	5,000	5,000	5,000	5,000
TOTAL REVENUE		2,508,224	3,520,346	4,565,005	5,609,663	6,654,321

		No. of Positions	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	85,000	89,250	93,713	98,398	103,318	others
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	80,000	81,600	83,232	174,897	178,395	Middle School added year 4
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	80,000	81,600	83,232	84,897	86,595	-
Administrative Staff	2.00	80,000	116,600	118,932	121,311	123,737	1 new administrative staff added year 2
TOTAL ADMINISTRATIVE STAFF	5.00	325,000	369,050	379,109	479,502	492,044	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	385,000	590,425	767,234	947,578	1,131,530	summer school
Teachers - SPED	7.00	385,000	590,425	767,234	947,578	1,131,530	summer school
Substitute Teachers	1.00	45,000	49,725	95,720	97,634	99,587	summer school
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	1.50	82,500	121,550	177,650	181,203	184,827	in yr 1-2 and FTE in yrs 3-5
Aides	-	-	-	-	-	-	-
Therapists & Counselors	3.00	165,000	182,325	295,972	301,891	362,929	1; 1 add'l speech pathologist in years 3 & 5 and 3 and 5
Other	1.00	55,000	60,775	118,206	122,934	182,852	-
TOTAL INSTRUCTIONAL	20.50	1,117,500	1,595,225	2,222,014	2,598,818	3,093,253	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	40,000	41,600	43,264	Staff added year 3 after move into private space
Security	-	-	-	45,000	46,800	48,672	Staff added year 3 after move into private space
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	85,000	88,400	91,936	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.50	1,442,500	1,964,275	2,686,123	3,166,720	3,677,233	-

PAYROLL TAXES AND BENEFITS						
Payroll Taxes	144,250	196,428	268,612	316,672	367,723	
Fringe / Employee Benefits	216,375	294,641	402,918	475,008	551,585	
Retirement / Pension	86,550	117,857	161,167	190,003	220,634	
TOTAL PAYROLL TAXES AND BENEFITS	447,175	608,925	832,698	981,683	1,139,942	
TOTAL PERSONNEL SERVICE COSTS	25.50	1,889,675	2,573,200	3,518,820	4,148,404	4,817,176
CONTRACTED SERVICES						
Accounting / Audit	15,000	15,450	15,759	16,232	16,719	
Legal	5,000	5,000	5,000	5,000	5,000	
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	63,000	90,000	117,000	144,000	171,000	
Payroll Services	5,000	5,300	5,618	5,955	6,312	
Special Ed Services	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	87,500	89,250	91,035	92,856	94,713	
TOTAL CONTRACTED SERVICES	175,500	205,000	234,412	264,043	293,744	
SCHOOL OPERATIONS						
Board Expenses	5,000	5,200	5,408	5,624	5,849	
Classroom / Teaching Supplies & Materials	40,000	20,000	20,000	20,000	20,000	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	75,000	50,000	50,000	50,000	50,000	
Supplies & Materials other	30,000	31,200	32,448	33,746	35,096	
Equipment / Furniture	10,000	10,400	10,816	11,249	11,699	
Telephone	-	-	10,000	10,400	10,816	
Technology	30,000	31,200	32,448	33,746	35,096	
Student Testing & Assessment	8,000	8,320	8,653	8,999	9,359	
Field Trips	3,000	5,000	5,000	5,000	5,000	
Transportation (student)	-	50,000	50,000	50,000	50,000	
Student Services - other	-	-	-	-	-	
Office Expense	10,000	10,300	15,609	16,077	16,560	
Staff Development	25,000	25,000	25,000	25,000	25,000	
Staff Recruitment	10,000	10,300	10,609	10,927	11,255	
Student Recruitment / Marketing	10,000	10,000	10,000	10,000	10,000	
School Meals / Lunch	10,000	10,000	10,000	10,000	10,000	
Travel (Staff)	5,000	5,000	5,000	5,000	5,000	
Fundraising	-	-	-	-	-	
Other	5,000	5,000	5,000	5,000	5,000	
TOTAL SCHOOL OPERATIONS	276,000	286,920	305,991	310,768	315,729	
FACILITY OPERATION & MAINTENANCE						
Insurance	30,000	42,857	55,714	68,571	81,429	
Janitorial	-	-	5,000	5,200	5,408	
Building and Land Rent / Lease	-	-	300,000	330,000	363,000	
Repairs & Maintenance	5,000	5,000	10,000	20,000	20,000	
Equipment / Furniture	5,000	5,000	5,000	5,000	5,000	
Security	20,000	20,000	20,000	20,000	20,000	
Utilities	-	-	40,000	60,000	60,000	
TOTAL FACILITY OPERATION & MAINTENANCE	60,000	72,857	435,714	508,771	554,837	
DEPRECIATION & AMORTIZATION	10,000	20,000	45,000	56,500	68,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	2,436,175	3,182,977	4,564,938	5,288,486	6,049,485	
NET INCOME	72,049	337,369	67	321,177	604,836	

401K

Trainer, Reading Teacher

Technology services - break/fix
Language diagnostic and formative assessment

Summer School bus costs

Facilities supplies
\$25K per month year 1

Building & School Security permit fees

yrs.

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	168	240	312	384	456
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	168	240	312	384	456
REVENUE PER PUPIL	14,930	14,668	14,631	14,608	14,593
EXPENSES PER PUPIL	14,501	13,262	14,631	13,772	13,266

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	10,000	20,000	45,000	56,500	68,000
Other	-	-	-	-	-
Total Operating Activities	10,000	20,000	45,000	56,500	68,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	(50,000)	(50,000)	(200,000)	(65,000)	(65,000)
Other	-	-	-	-	-
Total Investment Activities	(50,000)	(50,000)	(200,000)	(65,000)	(65,000)
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	(40,000)	(30,000)	(155,000)	(8,500)	3,000

Depreciation goes up each year equipment is pur

\$150K equipment purchase yr 3, \$15K yr 4 & 5.
\$50K computer purchases each year

NET INCOME	32,049	307,369	(154,933)	312,677	607,836
Beginning Cash Balance	-	32,049	339,418	184,485	497,162
ENDING CASH BALANCE	32,049	339,418	184,485	497,162	1,104,997