

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

FULL APPLICATION

Submitted in response to the 2011 *New York State Education Department Request to Establish Charter Schools Authorized by the Board of Regents for Neighborhood Charter School of Harlem*

Lead Applicant	Ruth Meyler
Media Contact	Ruth Meyler 101 West 81 st Street, Apartment 316 New York, NY 10024 212 579 4524 ruthpmeyler@gmail.com
School District	New York City, Community School District 5
Grade levels served at the end of 5 years	K-5
Grade levels served when the school is fully developed	K-8
Projected maximum enrollment at the end of 5 years	323
Projected maximum enrollment when the school is fully developed	472

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

FULL APPLICATION

Submitted to the New York State Education Department

March 31 2011

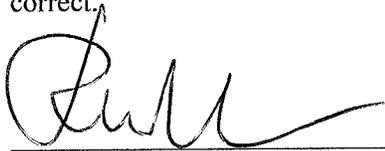
TABLE OF CONTENTS

<u>Charter School Statement of Assurances</u>	<u>1</u>
<u>Introduction</u>	<u>2</u>
<u>I. Education Plan</u>	
<u>I.A. Curriculum and Instruction</u>	<u>3</u>
<u>I.B. School Calendar and Daily Schedule</u>	<u>13</u>
<u>I.C. Target Population</u>	<u>13</u>
<u>I.D. Assessment</u>	<u>15</u>
<u>I.E. School Climate and Discipline</u>	<u>18</u>
<u>II. Organizational Plan</u>	
<u>II.A. Governing Body</u>	<u>20</u>
<u>II.B. Founding Group Composition</u>	<u>21</u>
<u>II.C. Management and Operation</u>	<u>24</u>
<u>II.D. Staffing and Human Resources</u>	<u>25</u>
<u>II.E. Student Recruitment, Enrollment and Evidence of Demand</u>	<u>28</u>
<u>II.F. Community Involvement</u>	<u>31</u>
<u>III. Financial Plan</u>	
<u>III.A. Budget</u>	<u>32</u>
<u>III.B. Financial Management</u>	<u>33</u>
<u>III.C. Facility</u>	<u>36</u>
<u>III.D. Transportation</u>	<u>38</u>
<u>III.E. Food Service</u>	<u>39</u>
<u>III.F. Insurance</u>	<u>39</u>
<u>III.G. Pre-Opening Plan</u>	<u>39</u>

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

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.
- 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

3-29-11 Date

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM
FULL APPLICATION TO THE NYSED

Submitted March 31, 2011

INTRODUCTION

The mission of Neighborhood Charter School of Harlem (NCSH) is to provide Harlem children with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our school is an inclusive community that serves high functioning children on the autism spectrum along with their neighborhood peers. Our students will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.

NCSH will provide a rigorous academic education in an inclusive environment to a broad range of students from Harlem, including English Language Learners (ELLs) and students with disabilities as well as students who are progressing typically. Our low student to teacher ratio, strong professional development program and specialized training, orderly and supportive school culture and focus on the social and emotional development of our students will create an environment in which all of our students will learn. All NCSH classes will be inclusive Collaborative Team Teaching (CTT) classes with two certified teachers, one of whom will be a special education teacher, and all students will participate fully in the academic program, while receiving the differentiated instruction and specialized supports that will allow them to achieve at their full potential

High-functioning students on the autism spectrum (ASD students) will be served in small CTT classes, with four ASD students and eight other students (who may have other disabilities or be ELLs) in kindergarten and four ASD students and twelve other students in grades one and above. We will offer a specialized program for ASD students that is based on the ASD Nest program that currently operates in 14 public elementary schools in New York City (NYC) (the Nest program). Nest programs are fully integrated into the schools that host them and provide a therapeutic environment and supports within a grade-appropriate, inclusive academic environment.

Observers of the Nest program have often commented that the program enhances the education of all students in the schools in which it is located. For example, Dolores Troy-Quinn, Principal of PS 186, Queens, NYC said of the program: *“The ASD Nest Program has made me a better principal. In addition to providing a quality education for children on the autism spectrum, the ASD Nest structure has improved the education of all students in my school. The best analogy I can give is this: The Nest program has acted like a big rock that is tossed into a pond. The excellent structures and strategies learned in this program have spread to include the entire school community. From the team meeting structure to the language and strategies of the Nest, we are a better school because of the ASD Nest program!”*¹ Parents feel the same way. Parents of children who are not on the autism spectrum in schools that host a Nest program appreciate the benefits of the lower students to teacher ratio and the explicit teaching of social and emotional skills for their own children and often request that their children be placed in a Nest classroom.²

The key elements of our school design are:

- a unique “no excuses” approach to school design that includes a focus on social and emotional learning that will enhance learning and reduce conduct problems;

¹ Koenig, Bleiweiss, Brennan, Cohen and Siegel: *A Model for Inclusive Public Education for Students with Autism Spectrum Disorders* Teaching Exceptional Children. Sept/Oct 2009

² Unpublished grant application prepared by Dorothy Siegel, Director of the Nest program in 2009

- a rigorous academic program that combines direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking skills;
- two certified teachers in each classroom to allow us to “meet each student where she is” and respond to the individual needs of each student;
- an intensive focus on literacy;
- a longer school day and school year to provide more time for learning;
- an orderly and supportive school culture that allows students to focus on learning;
- data driven instruction;
- a specialized program of supports for ASD students;
- a strong and focused professional development program;
- partnership with parents to make the home a center of learning.

Each of these elements is described in more detail in this Application.

I. EDUCATION PLAN

I.A. Curriculum and Instruction

Provide a description of the curriculum to be used by the school

We will use research-based curricula that promote achievement and respond to the needs of our students.

Our students come from a low-income community and many will enter school already far below grade level in literacy. Extensive research has shown that an average low-income child is exposed to approximately 30 million fewer words than a child from a more affluent family and arrives in kindergarten with approximately half the vocabulary.³ It has also been well established since the 1998 National Research Council report *Preventing Reading Difficulties in Young Children* that reading proficiency in third grade is a strong predictor of high school graduation.⁴ Literacy is the key academic skill on which knowledge acquisition is based. In order to bring all of our students to proficiency in English Language Arts (ELA) we will focus intensively on literacy instruction using research-based curricula that have been shown to accelerate the progress of low-income students. The curricula that we have chosen for the other core subjects, math, social studies and science also have proven records of success in accelerating the learning of low income students and can be readily differentiated to meet the individual needs of all students.

The core curricula that we have chosen will prepare all students to meet challenging state academic achievement standards. NCSH will use Teachers College Reading and Writing (“TCRW”) as our primary literacy curriculum. As part of a balanced literacy curriculum, this program is widely used in New York City and has a strong record of success. In 2008, 76.2% of fourth grade students in long-term TCRW schools scored 3 or 4 on the New York State (NYS) ELA test, compared with 61.3% in NYC as a whole.⁵ TCRW integrates reading and writing in accordance with the integrated model of literacy that is one of the key design elements of the Common Core Standards.

Our reading program will be based on the five components of literacy identified by the Center for the Improvement of Early Reading Achievement. These are: phonemic awareness, phonics, fluency, vocabulary and comprehension.⁶ The balanced literacy approach systematically addresses each of the elements of literacy using a variety of instructional methods. These include reading workshops, shared reading and guided reading in small groups organized by reading level. Teachers will plan lessons based on assessment of students’ reading and writing abilities so that each student is appropriately challenged and supported through the learning process. To further support literacy development NCSH will use other research-based programs that respond to the specific needs of our students. Examples of programs that

³ Hart and Risley: “*Meaningful Differences in the Everyday Experience of Young American Children.*” Brookes Publishing 1995.

⁴ Snow et al. *Preventing Reading Difficulties in Young Children.* National Research Council. 1998

⁵ Proposal to re-structure an existing SUNY charter school: Harlem Prep Charter School. 2010. www.newyorkcharters.org/documents/publicListRFANovember2010.pdf

⁶ Bonnie B. Ambruster et al. *Put Reading First – The Research Building Blocks for Teaching Children to Read.* Center for Improvement of Early Reading Achievement. 2001

we might choose include Foundations and SRA Reading Mastery. We will also emphasize independent reading, both of literature and of informational texts as required by the Common Core Standards. Students will explore their interests by selecting their own books to read from extensive classroom libraries, and topics on which to write and share with others. All students in second grade and above will have at least 20 minutes a day of independent reading and a further 30 minutes of required reading at home.

TCRW includes multiple ways to differentiate instruction and to address the needs of struggling students as well as ELLs. The program can be readily differentiated to meet the needs of a diverse student body and has been shown to be effective with ASD students in several Nest programs. Students who are slower to acquire literacy skills will receive targeted intensive intervention using research-based intervention programs such as Fountas and Pinnell Leveled Literacy Intervention, a small-group intervention program for students who struggle with reading and writing and/or the Wilson Reading System, a structured language program for students who have difficulty in the areas of decoding and spelling. If additional interventions are needed for ELL students we will use a program specifically targeted to these students such as Rigby On Our Way to English.

Our writing program is based on the belief that students learn to be effective writers by constantly practicing their writing. The TCRW writing program is closely coordinated with the reading program and uses mini-lessons, workshops and interactive writing. In writing workshops, teachers will first provide a mini-lesson with a clear teaching objective and students will then write without interruption on a topic they have chosen. They will generate their own ideas for writing and learn ways to choose one idea. They will learn to develop their idea, to prepare drafts and to revise their work and edit it. Finally, writers will share their work with the class or with a wider community. They will receive individualized help throughout the process, in one-on-one conferences and in small groups. Teachers and students will also compose texts together in interactive writing classes. Interactive writing will not only strengthen students' composition skills but will also promote social interaction which we emphasize throughout our program.

It is well established that low-income children often have limited vocabulary and word knowledge compared with their more privileged peers and also that general vocabulary knowledge is the single biggest predictor of reading comprehension.⁷ We will systematically expand our students' vocabularies by supplementing TCRW with direct vocabulary instruction using Text Talk®. Text Talk engages students in actively using words in speaking and builds both vocabulary and comprehension. This program has been shown to increase receptive vocabulary in kindergarten and first grade students.⁸ Our independent reading program (see above) is also designed to build vocabulary.

We will prepare our students to succeed in college-preparatory high schools and beyond by providing a wide-ranging, rigorous academic preparation. The introduction to the Common Core Standards in ELA states that "While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning". This approach has informed the development of our educational plan. As described in the following section, our educational program combines an intense focus on literacy with a rigorous, engaging curriculum in math, social studies, science and the arts, a strong health education program and a research-based program of social and emotional learning.

Mathematics NCSH's core curriculum for math will be Everyday Mathematics. This research-based curriculum balances direct instruction in mathematical facts and skills with developing conceptual understanding. It is one of only two elementary school math programs among 76 surveyed that were found by the US Department of Education's *What Works Clearinghouse* to have "evidence of positive or

⁷ See footnote 3

⁸ <http://teacher.scholastic.com/products/texttalk/research.htm>

potentially positive effects for at least one improvement outcome”.⁹ The program focuses on real-life problem solving and asks students to communicate their own mathematical thinking. It uses a spiraling approach, promoting retention by providing multiple exposures to important concepts and skills, often over more than one grade level. To support the diverse needs of our learners we will supplement Everyday Mathematics with other research-based programs such as Stern Structural Arithmetic, which is based on reasoning and insight into mathematical relationships. This program is particularly effective for students with learning difficulties or language processing difficulties, including ASD students, and ELLs because the dependence on verbal understanding of abstract concepts is kept to a minimum and most of the learning is done through direct experience. Mathematics will be taught using various forms of instruction, including whole-group instruction as well as small groups, and activities with partners or individually. We will focus on addition and subtraction in grades 1 and 2 and on multiplication and division in grades 3-5 in accordance with the Common Core Standards. Students will have ample time to practice and solidify their understanding both in and out of class.

Social Studies Research has shown that there is a strong correlation between “background knowledge” and academic achievement, particularly in reading comprehension.¹⁰ In order to increase our students’ store of background knowledge, they will have at least three periods of social studies a week, starting in kindergarten. Our primary Social Studies curriculum will be Houghton Mifflin Social Studies. This inquiry-based program uses numerous resources including primary and secondary sources, maps and globes as well as art and artifacts. The Social Studies curriculum will be aligned with the literacy expectations of the Common Core standards and as students’ literacy skills develop they will read a variety of informational texts as the Standards require. We will supplement the curriculum with units from the Core Knowledge program in order to introduce more complex content and to broaden our students’ background knowledge.

Science NCSH will use the Full Options Science System (FOSS) curriculum developed by the National Science Foundation, which is aligned with the NYS standards. This program is inquiry-based and hands on. It is based on the belief that science is an active enterprise and that “the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses.”¹¹ The program includes opportunities for student collaboration and for students to talk about their work. In addition, FOSS Science Notebooks and FOSS Science Stories provide ways to integrate writing and reading into the science curriculum, reflecting the shared responsibility for literacy development emphasized by the Common Core Standards.

We will develop curricula for non-core subjects that respond to the needs of our students and are aligned with NYS standards.

The Arts We are committed to offering a strong arts program because there is evidence that participation in the arts, especially drama and music performance, helps build important academic skills¹² and because we believe that the arts are a critical part of a rich educational experience. The arts also offer a unique pathway to engage disengaged students and to offer the experience of success to students who may be struggling academically. NCSH’s arts program will focus on music while also offering students a variety of opportunities to experience the visual arts, dance and drama as required by the NYS Standards. Our music curriculum will be developed and overseen by a part-time music teacher in our first two years, using the Blueprints for the Arts published by the New York City Department of Education (DOE). We will hire a full-time music teacher in our third year. We will partner with two community-based organizations in Harlem to bring local musicians and artists into the school to work with our students. Opus 118, Harlem Music School, provides music education for children in several Head Start programs and provides violin lessons starting in kindergarten in four public schools. Harlem Arts Alliance (HAA) is

⁹ http://ies.ed.gov/ncee/wwc/reports/elementary_math/eday_math/

¹⁰ Marzano: “*What Works in Schools*.” ASCD 2003.

¹¹ <http://lawrencehallofscience.org/foss/>

¹² Winner and Hetland: *The Arts and Academic Achievement: What the Evidence Shows*. The Journal of Aesthetic Education. Fall/Winter 2000

an arts service organization that nurtures the artistic growth and organizational development of artists and arts organizations based in Harlem and surrounding communities. HAA works with both visual and performing artists, including musicians and theater companies as well as painters, sculptors and dancers. Letters from both of these organizations are attached as Additional Attachments 1 and 2.

Health and Physical Education Low income children often face significant health challenges. In Harlem, childhood obesity is a major problem¹³ and there is evidence that obesity impedes achievement.¹⁴ Our health and physical education program will address these issues by emphasizing healthy eating and physical activity. We will hire a part-time physical education teacher to design and oversee the program in our first year and will add a full-time teacher in our third year. The Health and Physical Education program will be aligned with the NYS standards. We will establish a school Wellness Council, including parents and community members, and prepare a school Wellness Policy in consultation with the council, as required by federal law. We will also emphasize physical activity, with a recess period and two short movement breaks daily as well as a three physical education periods a week.

We will meet NYS standards in Career Development and Occupational Studies, Family and Consumer Sciences and Technology Education using school-designed curricula that will be integrated throughout the curriculum.

Our social and emotional learning program will address issues that often impede the academic achievement of low-income children There is extensive evidence that deficits in social and emotional skills contribute to the achievement gap.¹⁵ There is also evidence that social and emotional learning (SEL) programs help remedy these deficits. A recent meta-analysis of 213 studies of SEL programs involving a broadly representative group of 270,034 students from urban, suburban, and rural elementary and secondary schools found that students who participate in SEL programs show significant improvement in social and emotional skills and improved achievement test scores and school grades, including an 11-percentile-point gain in academic achievement.¹⁶ NCSH will use the Responsive Classroom® program to foster the social, emotional and academic growth of all students. We have observed this program in practice at Mott Haven Academy Charter School, where two thirds of the students are either in foster care or under the supervision of the child welfare system and where it has been very successful in mitigating conduct problems and improving self-regulation skills. The program is designed to develop the core competencies of self-awareness, social awareness, self-management, relationship skills and responsible decision-making and is rated by the Collaborative for Academic, Social and Emotional Learning (CASEL) as one of the most highly effective SEL programs.¹⁷ In addition to our school-wide SEL program, our ASD students, who often have very significant deficits in the areas of social awareness, self management and relationship skills, will receive specialized instruction during pull-out Social Development Intervention (SDI) classes. Responsive Classroom aligns well with SDI and techniques and language from SDI will be incorporated into our SEL curriculum to ensure school-wide consistency in addressing the social and emotional needs of all of our students. By addressing the social and emotional needs of all students and targeting the specialized needs of ASD students we will set the foundation for social and academic progress for all students.

Include sample exit standards for ELA and Math in two non-consecutive grade levels

¹³ New York City Department of Health and Mental Hygiene: *Obesity in East and Central Harlem: A Look Across Generations*. <http://www.nyc.gov/html/doh/downloads/pdf/dpho/dpho-harlem-obesity.pdf>

¹⁴ Datar, A., and Sturm, R. *Childhood overweight and elementary school outcomes*. International Journal of Obesity, 2006

¹⁵ Michaela Sektan, Megan M. McClelland, Alan Acock, Frederick J. Morrison, *Relations between early family risk, children's behavioral regulation, and academic achievement*. Early Childhood Research Quarterly (2010)

¹⁶ Durlak et al. *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. Child Development 2011

¹⁷ *An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs*. The Collaborative for Academic, Social, and Emotional Learning March 2003.

Core Common Anchor Standard for ELA	Reading Standard for Literature	By the end of the year NCSH students will be expected to:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Kindergarten: With prompting and support, ask and answer questions about key details in a text.	- Utter at least 3 word sentences, utilizing the DIBELS Word Use Fluency (WUF) measure, correctly using the designated vocabulary word (score 3C). -Recall details after hearing a text: -Tell the sequence of events in a story, beginning, middle, and end: -Make predictions based on illustrations or parts of a story.
10. Read and comprehend complex literary and informational texts independently and proficiently.	Third grade: By the end of the year, read and comprehend literature, including stories, drama and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently	- Score at least 110 (Low Risk) on the Oral Reading Fluency section of the DIBELS test: -Exhibit the habit of reading for at least 30 minutes daily including assigned and self-selected material.
Common Core Math Cluster	Math Standard	By the end of the year NCSH students will be expected to:
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Kindergarten. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out, situations, verbal explanations, expressions, or equations	- Use manipulatives, number lines and mental arithmetic to solve problems involving the addition or subtraction of single-digit whole numbers. Add numbers using manipulatives or numbers up to 20 -Use manipulatives, drawings and numerical expressions involving addition and subtraction of single-digit numbers to give equivalent names for whole numbers up to 20.
Represent and solve problems involving multiplication and division	Third grade. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	- Use arrays, mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of 2- and 3-digit whole numbers by 1-digit whole numbers. - Multiply whole numbers with and without regrouping using single-digit multipliers: - Divide whole numbers using two-digit dividends and one-digit divisors.

Describe the process that will be used to ensure that the curriculum - specifically ELA, math, science and social studies aligns with the NYS learning standards, inclusive of the Common Core Standards,¹⁸ and NYS testing program.

The Director of Curriculum and Instruction will be responsible for ensuring that curricula align with NYS standards and the NYS testing program. We have chosen curricula that are aligned with NYS standards and have further ensured alignment by preparing a detailed curriculum framework for each of the core subjects in each grade. The framework is aligned to the NYS standards and performance indicators and is based on the units of study of the curricula described above. We have identified and eliminated gaps and redundancies and ensured vertical and horizontal alignment. The framework will provide the starting

¹⁸ All references in this Application to the NYS standards include the Common Core Standards where applicable.

point for an ongoing process of curriculum mapping and development to ensure that all of our students are able to meet and exceed the NYS learning standards and the Common Core Standards. This process will begin during the planning year. The Head of School will closely examine the Common Core Standards and begin the process of integrating them into the framework. During the three-week summer professional development period before school starts teachers will work with the Director of Curriculum and Instruction (DCI) to create curriculum for each subject area, unit and lesson using a process of “backward planning”. The process will start with the creation of challenging interim assessments that “define the standards and provide a road map to rigorous teaching and learning” using the methods described in *Driven by Data* by Paul Bambrick-Santoyo.¹⁹ Under the supervision of the DCI teachers will examine the NYS standards, Common Core Standards and items from the prior year’s actual state tests (when we have students in testing grades) in grade level teams. They will work backwards from the standards, and, in testing grades, the state tests to create common assessments that measure the specific skills and knowledge needed for students to achieve proficiency. These assessments will be cumulative throughout the year and will form the basis for individual teacher planning. Teachers will work with the DCI to create lesson plans that are organized around measurable outcome goals aligned with the skills and knowledge that will be assessed.

Discuss the specific instructional strategies that will be relevant or necessary to successful implementation of the curriculum.

NCSH will adopt the best practices of “no excuses” schools but will offer a unique model. We will adopt the proven best practices (described below) of high-performing schools nationwide, including the KIPP, Uncommon Schools, and Achievement First schools. These schools have demonstrated in New York City and elsewhere that demography is not necessarily destiny and that low-income students can and will go to selective colleges and succeed there. There is a growing body of evidence that schools that share these practices are unusually effective in raising student achievement in urban student populations. Examples of this evidence include Samuel Casey Carter’s 2000 study,²⁰ Abigail and Stephen Thernstrom’s 2003 book²¹ and the Mathematica study of the KIPP schools.²² Our model adds additional key elements that, in combination with “no excuses” best practices, make our model unique. First, we emphasize inclusion and have structured our program so that we can successfully serve a broad range of students, including ELLs, ASD students and students with disabilities. Our low student to adult ratio and our CTT classrooms, each with a certified special education teacher, will allow us to meet the needs of all of our students. Also, we recognize, as do the Common Core Standards that social and emotional learning is a critical part of the education of young children. We will use Responsive Classroom (described in the preceding section) as the foundation of our SEL program, and will align it with the SDI curriculum used for ASD students so all students are continuously supported in acquiring the social and emotional skills that they need to succeed. Evans and Rosenbaum observed in a 2008 article, “Success in school, while clearly dependent upon intelligence and other cognitive processes such as memory and attention, is also a product of broader socio-emotional and cognitive competencies”.²³ We believe that focusing on these competencies in ways that address the individual needs of each student will allow all of our students to succeed in school and beyond.

The “no excuses” practices that we will adopt will enhance the learning of special education students

Our expert advisors have advised us that the “no excuses” model is ideally suited to the needs of ASD students because the emphasis on order, consistency and clarity of expectations that is characteristic of these schools offers the structure and predictability that many of these students need in order to succeed in school. The “no excuses” model has also been shown to be effective in improving the academic performance of other special education students. For example, Democracy Prep Charter School, a highly successful middle school in CSD 5, with which we are familiar, uses many “no excuses” practices..

¹⁹ Paul Bambrick-Santoyo: *Driven by Data. A Practical Guide to Improve Instruction.* Jossey-Bass 2010

²⁰ Samuel Casey Carter: *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools:* Heritage Foundation 2000

²¹ Abigail and Stephen Thernstrom. *Closing the Racial Gap in Learning.* Simon and Schuster 2003

²² Tuttle et al. *Student Characteristics and Achievement in 22 KIPP Middle Schools.* Mathematica Policy Research, Inc. 2010

²³ Evans and Rosenbaum. “*Self-Regulation and the income-achievement gap.*” *Early Childhood Research Quarterly.* 2008.

Democracy Prep enrolls an incoming class that is 23% - 25% special education students each year. An analysis of the performance of these students between 2006, when the school opened, and 2009 showed that although these students underperformed the citywide average for special education students in their first year, they outscored that average by more than 50% on math and 25% in ELA by 8th grade. Democracy Prep's founder, Seth Andrews, specifically attributes this success to the "no excuses" model.²⁴ We have also studied the experience of the Achievement First network which offers CTT classrooms in several of its schools in Brooklyn and serves special education students very successfully.

An orderly and supportive school culture will allow students to focus on learning Many elements contribute to the creation of an orderly and supportive culture. We will start with the physical environment of the school, ensuring that it is clean and well-maintained. Classroom management techniques will be based on Responsive Classroom and on the work of Doug Lemov (see below) and will be consistent across classrooms and grades. We will have clear expectations for student behavior that students will start to learn even before school starts, during the orientation period in August. Their families will participate in this learning with them. Expectations will be reinforced with a disciplinary system that emphasizes reinforcing positive behavior with praise and small rewards and penalizing negative behavior with logical consequences. We will develop rituals and celebrations that reinforce our school culture. NCSH will be a small school where every student is well known to the adults in the community. Students will feel known and supported and will learn to trust and work with their teachers to achieve their academic goals.

A longer school day and school year will give students significantly more time to master the NYS standard. As shown in the School Calendar and Daily Schedule attached, NCSH will be in session for at least 15 additional days a year compared with DOE schools and the school day will be almost two hours longer. Students will have at least 90 minutes a day of ELA and at least 60 minutes a day of math from kindergarten onwards. Long ELA and math blocks will maximize learning time in these subjects and allow teachers to vary activities so as to respond to different student needs.

Data-driven instruction will respond in real time to the needs of individual students. NCSH will focus not on what our teachers have taught but on what each one of our students has learned. We will assess student learning often using a variety of tools and we will use the results to drive instruction in multiple ways as described in detail in Section I.D. Students will take a baseline assessment in reading and math before the beginning of each academic year during orientation in August. During the year, students will be assessed regularly using multiple tools including quick formative assessments daily and weekly, both teacher-created and embedded in the curricular programs that NCSH has selected, interim assessments every six weeks and the TerraNova nationally normed assessment in the spring of each year, as well as the NYS tests starting in third grade. NCSH will use a data management system to analyze assess data quickly and to generate reports that are immediately actionable by teachers.

A low student to teacher ratio will allow us to respond to individual student needs Each classroom will have a certified special education teacher and a certified general education teacher. ASD classes will have a total of 12 students in kindergarten and 16 or 17 thereafter. The third classroom (see Section I.C.) in each grade will have 25 students but will have a teaching assistant in addition to two certified teachers resulting in a student to teacher ratio comparable with the ASD classes. Teachers will use a variety of co-teaching models depending on the needs of our students and on the learning objective for the lesson in question. Teachers will sometimes teach in parallel, with each teacher working with a small group. Small groups facilitate differentiation and provide opportunities for students to be actively engaged in their own learning, to demonstrate higher-order thinking skills, to develop their understanding of concepts and to engage in problem-solving. Students will be encouraged to collaborate and talk about their learning. Students will be assigned to groups in accordance with their specific needs, based on frequent formative assessments, but group membership will be flexible and will change depending on the activity involved. Students may also be assigned based on individual learning styles. Small groups will also enhance social

²⁴ Proposal to re-structure an existing SUNY charter school: Harlem Prep Charter School. 2010. www.newyorkcharters.org/documents/public/ListRFANovember2010.pdf

skills and encourage peer modeling and interaction, which is important for all students but especially for ASD students. On other occasions, one teacher will lead direct instruction for the whole class while the other supports students who need additional help, such as ELLs or students with disabilities. The teaching assistant will generally work individually with students needing additional support but may, for example, lead collaborative small group activities.

Differentiated instruction will “meet each student where she is” and help every student to meet challenging state academic achievement standards. Teachers will use multiple instructional strategies in order to respond to our students’ different needs. Our co-teaching model will allow us to use flexible grouping as a key differentiation strategy. Co-teachers in the classroom will plan instructional strategies and curricular modifications that address each student’s individual learning needs under the supervision of the Director of Curriculum and Instruction (DCI). The Director of Special Education (DSE) will work with special education teachers to differentiate instruction for special education students. Teachers will differentiate at the level of content, providing direct instruction to students who need help mastering basic skills while providing more complex material, such as reading material at a more advanced level, to students who have already mastered these skills. In addition, teachers will vary the time spent on different tasks for different students, providing more class time or using homework to provide practice time for students who are slower to master basic skills while accelerating instruction for other students. Assignments may be tiered and teachers may provide alternative assignments for students who have mastered the subject matter.

Students who are already meeting standards will be challenged to achieve mastery. Curricula and instructional methods will promote higher-order thinking and the development of critical thinking skills for all of our students and will be differentiated to allow proficient students to move faster. In addition, inquiry-based curricula in Science and Social Studies and writing workshops will provide opportunities for all students to deepen their understanding and to move at a faster pace. As the school grows we will add after-school enrichment activities such as interest-based clubs for all students.

Instructional strategies for ELLs will respond to their individual needs. All instruction will be in English using a structured immersion model. Teachers will be trained in strategies to meet the needs of ELL students, including the instructional practices and techniques described in the guide entitled *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for all Teachers* published by the NYSED Office of Bi-lingual Education. Teachers will use differentiated instructional strategies, including, for example, modification of the language spoken by teachers, to ensure that students are able to comprehend content. If necessary, depending on the profile of our ELL students, we will hire or contract trained bilingual education personnel to “push-in” specialized services for ELL students.

The Response to Intervention program will provide targeted instruction for students who are struggling NCSH will use a comprehensive Response to Intervention (RTI) model to address the needs of students who are struggling academically. The RTI program, which is described in more detail in the Prospectus, will be administered and monitored by a Student Support Team (SST) consisting of the DCI, the DSE and classroom teachers. The SST will prepare written intervention plans and set goals and timelines for all students who are assigned to the RTI program. Students who are identified by their teachers as needing additional help will be referred to the SST and assigned to level 1. These students will receive interventions specifically targeted to their weaknesses provided by classroom teachers in the classroom setting. In level 2, students who continue to struggle will work in small groups in the classroom during extended math and literacy blocks. If frequent assessments show that that a student needs more intensive intervention, the student will be assigned to level 3 and will work with a teacher outside the classroom during the school day, after school or, if necessary, on Saturday mornings, in small groups of not more than three students to one teacher for an extended period. The SST will determine if any student who has failed to make progress as expected in levels 1 or 2 appears to have a disability, and if so will refer the student to the appropriate CSE for evaluation. NCSH will select appropriate curricular programs such as Fountas and Pinell Leveled Literacy®, Wilson Reading System® and the intervention level of the Everyday Mathematics® program to bring these students to proficiency, based on their individual needs.

Proven instructional techniques will increase student achievement Teachers will learn to use the instructional techniques described by Doug Lemov in his book *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*.²⁵ This book is based on Mr Lemov's observations over a long period of teachers who are particularly effective at increasing student achievement in urban schools. It describes specific instructional techniques that teachers can easily implement in their own classrooms to improve classroom management and student learning and to maximize instructional time. Many are illustrated by video clips on the DVD included with the book. During professional development sessions the DCI will use discussion and analysis of the techniques described in this book to build a shared understanding of effective instruction and a consistent approach to classroom management.

Students with disabilities will receive the supports that they need to meet the standards. Our frequent assessments and RTI program will ensure that students with disabilities, like other students needing additional help, are quickly identified and given additional targeted support. Special education teachers in each classroom will work with general education teachers to determine appropriate modifications and accommodations. We will limit "pull-out" time to the maximum extent possible; instead leveraging our low student to teacher ration to provide support in the classroom.

ELL students will benefit from our intensive focus on literacy, longer school day and longer school year. The intense and prolonged exposure to the English language that is part of our school design will dramatically accelerate the progress of ELL students towards literacy in English.

Specialized program for ASD students

Autism is a disorder of neural development characterized by impaired social interaction and communication, and by restricted and repetitive behavior. The severity of the disorder varies dramatically among individuals. People at the higher-functioning end of the spectrum have often been given a diagnosis of Asperger Syndrome in the past. Currently, the preferred term is high-functioning autism. Students with high-functioning autism are capable of accessing the general education curriculum, but most nevertheless struggle with understanding abstract concepts, inferring, organizing, planning, evaluating and synthesizing information, considering perspective and understanding figurative language as well as understanding expected social behavior, and developing social skills, social communication, and social relationships. There is a large body of evidence, starting with the 1944 article in which Hans Asperger first described the syndrome that bears his name, that describes the severe academic difficulties that even high-functioning students with ASD experience.²⁶ NCSH's program will address the unique needs of these learners using a variety of strategies based on those used in the Nest program. This program has been operating in New York City Department of Education (DOE) schools since 2003. Kristie Koenig, an Assistant Professor at New York University is conducting a formal evaluation of the Nest program. Evidence to date indicates that students with ASD in the Nest program achieve academically at approximately the same level as their neurotypical peers on the NYS ELA and math tests. Also, on pre and post-test measures including the Vineland Adaptive Behavior Scales and the Achenbach Child Behavior Checklist, students in the Nest program show significant positive behavioral changes.²⁷

Our program for ASD students includes a comprehensive program of specialized supports that include:
Modification of the classroom environment. Many ASD students have difficulty with sensory processing. In order to minimize distraction and sensory overload classrooms will be organized to reduce visual stimulation and different areas are clearly demarcated. Classrooms will be provided with a quiet "calming corner" to facilitate self-regulation.

Individualized behavior supports. Students will be coached to exhibit expected behavior using strategies such as individual schedules and visual timers, adaptive materials and equipment, relaxation training and movement breaks. In addition, teachers will provide instruction in research-based alternative methods of

²⁵ Doug Lemov: *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass 2010

²⁶ For example, in an analysis of the surviving records of children treated by Asperger, Kathrin Hippler and Christian Klicpera found that only one of 62 children was described as being of "below average intelligence" but that 68% of them were described as having learning difficulties or academic failure.

²⁷ See footnote 1

communicating and coping in the classroom, including use of appropriate language and self-monitoring and self-management skills. Positive reinforcement will be extensively used.

Instructional techniques. Teachers will address difficulties with understanding abstract concepts and figurative language by using such techniques as visual supports to help students concretize concepts, individual task-sequencing boards to break down the steps of complex assignments and teacher “self-talk,” modeling their thinking out loud.

Social Development Intervention (SDI). ASD students have a 45-minute SDI class every day in kindergarten and three times a week in the higher grades. In these classes, taught by a speech and language pathologist, students are instructed in pragmatic language,²⁸ academic and social problem-solving, social cognition, flexibility and self-regulation. SDI classes also promote engagement and interaction among ASD students and provide tools for engaging with non-ASD classmates. Teachers in the ASD classrooms encourage students to generalize the skills learned in SDI classes throughout the school day.

Discuss how curriculum and instructional needs are reflected in plans for professional development.

Our professional development program and teacher support program are designed to support effective implementation of the curriculum. A strong and focused professional development program is one of our key design elements. Our program will prepare our teachers to provide rigorous, responsive instruction to all of our students. NCSH has allocated significant resources to professional development, including eleven full days and four half days (after morning student orientation) in August before school starts, five full days during the school year and a two-hour professional development block every week. In addition both teachers in each ASD classroom, and the DSE will take two classes in autism-specific educational strategies at Hunter College during the summer before school starts. The teachers and the speech and language pathologist will take an additional class in SDI at Hunter College during the school year, unless they are already skilled in autism-specific strategies.

Professional development plan. During the first year, the school’s professional development priorities will reflect key elements of our school design. These priorities are (i) building data analysis capacity so that all teachers become expert at using data to drive instruction (ii) training teachers in the Responsive Classroom program and integrating techniques and strategies from the SDI curriculum (iii) building understanding of our chosen math and literacy curricula (iv) training teachers in strategies for instructing ELL students and (v) developing teachers’ instructional skills. In subsequent years the leadership team will identify specific professional development needs at the individual teacher, grade level and whole school level at the beginning of each school year, based on assessment data and on observation. The leadership team will prepare a detailed professional development plan. The plan will be reviewed and modified if necessary at least once during the year. At the end of each year the leadership team will review the plan and assess the effectiveness of the professional development provided.

Building data analysis capacity. Teachers will participate in a workshop in the analysis of assessment data during the three week professional development period in August. The two-hour professional development block each week will be devoted to data analysis on a regular basis. Working with the DCI, teachers will learn to organize raw data so that it can be analyzed and to use it to draw in-depth, actionable information about student learning.

Training teachers in the Responsive Classroom program and integrating techniques and strategies from the SDI curriculum We will use professional development materials provided by Responsive Classroom as the basis for building understanding of this SEL program during the summer professional development period. Special education teachers and speech pathologists will work with general education teachers following initial training to ensure that techniques and language from the SDI curriculum are incorporated into the Responsive Classroom curriculum. During the school year at least one teacher from each grade will attend a Responsive Classroom workshop.

Building understanding of our literacy and math curricula The Teachers College Reading and Writing Project provides extensive professional development for its partner schools. Support includes on-site staff

²⁸ Pragmatic language is the appropriate use of language in social situations, taking the hearer into account.

development days that include demonstration teaching, support for assessment work and study groups focusing on the teaching of particular units of study. In addition, the Project provides site-based and summer institutes and study groups for school administrators. We will choose specific programs based on the needs of our teachers. At least one team of two teachers will also attend initial user training or experienced user training in the Everyday Mathematics program. All teachers will be expected to share learning from off-site professional development activities during weekly professional development blocks.

Training teachers in ELL strategies One teacher in each grade will participate in training offered by the Pearson organization entitled *Enhancing Instruction for ELLs With the SIOP Model* and will lead colleagues in workshops to generalize the skills that they have learned.

Developing instructional skills The DCI will attend training on Doug Lemov’s Taxonomy of Effective Teaching Practices, offered by Uncommon Schools, Inc. and act as a trainer for instructional staff. See Section I.A.

I.B. School Calendar and Daily Schedule

The daily schedule and annual calendar exceed the number of hours and days of instruction needed to comply with Education Law section 2852 (2) (n) and Education Law section 3204 (4) The annual calendar provides at least 195 full days of instruction. The instructional day starts at 8:00 pm and lasts until 4:00pm for a total of six hours and 50 minutes of instructional time a day, excluding lunch, recess and movement breaks. By comparison, the DOE annual calendar provides that school must be in session for 180 days and some of these are shortened sessions. NYCRR §175.5 requires that students in grades K-6 must receive a minimum of five hours of instruction a day.

The daily schedule and annual calendar align with the school’s educational mission and goals The schedule and calendar align with the school’s educational mission and goals through (i) a longer school day and year providing significantly more time for learning than the traditional public schools (ii) providing ample time for teacher planning and professional development (iii) extended blocks for ELA and math, allowing a strong focus on fundamental skills (iv) three science and four social studies periods weekly and two extended arts periods a week so that all of our students receive a broad and well-rounded education and (v) multiple opportunities for physical exercise during recess, two movement breaks daily and three physical education periods a week. We have scheduled pull-out SDI classes for ASD students so as to minimize time lost from core classes.

Sample Daily Schedule. Two sample daily schedules for kindergarten are attached, one from a student’s and one from a teacher’s perspective. NCSH will not serve middle or high school students during the term of the charter.

Proposed Annual Calendar The proposed annual calendar is attached.

I. C. Target Population

Drawing on the Target Population information presented in the Prospectus, explain how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population.

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K	49	49	49	49	49
1st	57	57	57	57	57
2nd		57	57	57	57
3rd			56	56	56
4th				52	52
5th					52
Totals	106	163	219	271	323

NCSH's enrollment plan takes into account the needs of all of our students. Research and the experience of the ASD Nest program have shown that in order to successfully integrate ASD students into inclusive classrooms while providing a rigorous academic education to all students, ASD classrooms must be small and the number of ASD students in an ASD classroom must be limited. In addition, it is important to have a classroom that does not include ASD students to serve students who do not interact well with ASD students. Consequently, our school design includes two small ASD classrooms in each grade, each serving four ASD students in grades K-2 and five ASD students in the higher grades, and an additional larger classroom that will not serve ASD students. This class, like the ASD classrooms, will be a CTT class with a certified special education teacher and a certified general education teacher. It will also have a teaching assistant so that the ratio of adults to students will be comparable with that of the ASD classrooms. We will assign students to one of the three classrooms in such a way as to create well-balanced, heterogeneous classes and will make changes as necessary so that each student has the best possible experience. ELL students and students with disabilities other than ASD will be served in ASD classrooms if appropriate. During the summer orientation period we will observe students as they interact with each other and with teachers and we will use this information to help us make classroom assignments.

NCSH's enrollment plan gives a preference to ASD students who can benefit from inclusive education.

As described in Section I.A. ASD students usually have very significant deficits and are at serious risk of academic failure. Research and experience have shown that these students can be served in an inclusive program if they have the cognitive function and language ability to access a general education curriculum. Lower functioning students need a very different program such as that provided by the New York Center for Autism Charter School. This ungraded program provides one-on-one instruction using the principles of applied behavioral analysis. In order to ensure that we have the optimal number of ASD students in each ASD classroom we will set aside eight seats in each entering grade for these students (the Lottery Set-Aside). We have prepared detailed procedures for the Lottery Set-Aside working with an experienced charter school lawyer and former General Counsel of the Charter School Institute of SUNY. We will provide these procedures to NYSED on request and look forward to working with NYSED to ensure that they comply with applicable law. The following is a brief summary.

Eligibility for the Lottery Set-Aside will be determined by an independent third-party organization.

Working with the Autism Center of the YAI Network (YAI), a highly respected and long-established non-profit organization serving people with developmental disabilities, we have developed detailed objective criteria for determining whether applicants are on the autism spectrum and if they are sufficiently high-functioning to be served in an inclusive classroom. YAI will determine eligibility for the Lottery Set-Aside using established clinical tools. A letter from YAI is attached as Additional Attachment 3.

NCSH will conduct separate lotteries and maintain separate waiting lists for students qualified by YAI and all other students. Applicants who have gone through the YAI process but have not been qualified by YAI, will be told that they may apply for a non-ASD seat and will be entered in the general lottery. Students will not be permitted to apply through the Lottery Set-Aside and the general application process in the same year.

Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic.

NCSH will be a neighborhood school that will attract and serve a broad range of students. We believe that students of differing needs and abilities, including students who are typically developing, students who are at-risk academically, ELLs, students with special needs and gifted students can and should be educated together in their own neighborhood. We will provide a rigorous high quality education to each of our students and will do whatever it takes to meet her individual needs. DREAM Charter School, which successfully serves a broad range of students in East Harlem has a comparable mission. We have also studied Mott Haven Academy Charter School in the Bronx and John W. Lavelle Charter School in Staten Island. Both of these schools offer specialized programs for at-risk students (children in foster care or under the supervision of the child welfare system at Mott Haven and emotionally disturbed adolescents

at Lavelle) while successfully attracting and serving a diverse range of other students from their local neighborhoods. All three of these schools have far more applicants than seats and long waiting lists. We believe that parents in Central Harlem, where there are far more applicants than seats for existing charter schools (see Section II.E) will be attracted to our rigorous program and rich curriculum, our low student to teacher ratio, our emphasis on social and emotional learning and our inclusive model. More than 150 Harlem parents of pre-school children have already indicated their interest in our school by signing a petition of support and nearly 300 have signed up for our email newsletter.

NCSH will attract and serve eight ASD students in each grade. As set out in Section II.E., the Nest program, which is the only existing inclusion program for high-functioning ASD students in NYC, serves only about 10% of students who need such a program and only seven from Harlem. NCSH will be the first school that offers such a program in Central Harlem. All of the organizations that serve high-functioning children on the autism spectrum that have agreed to work with us have told us that there is a pressing need for our program. These organizations are listed in Section II.E.

Enrollment projections by grade and school-wide for each year of the charter are realistic.

Unlike most charter schools, we will conduct a first grade lottery and admit eight new students in first grade every year, increasing the number of non-ASD students in each of the ASD classrooms from eight to twelve. We will also admit new students to replace students who leave in grades K-2 and two additional ASD students in grade 3.²⁹ At least during the first charter period while we are building our school culture, we will not admit additional new students in grades 3 and 4. However, we will add students in fifth grade to replace students who have left. We assume 7% attrition of non-ASD students in grades 3 and 4 based on the experience of charter schools with which we are familiar. We assume minimal attrition of ASD students based on the experience of the Nest program. Dorothy Siegel, the Director of the program, analyzed retention rates for an unpublished grant application in 2009.³⁰ She found that the overall retention rate in three programs over a period of three to six years, depending on when the program started, was 97%. She also found that most attrition occurred in kindergarten and during the first grade year. We will replace ASD students who leave during these years. We may replace ASD students who leave in higher grades if we are confident that new students can be successfully served.

NCSH's mission, curriculum, teaching methods and services align with the educational needs of our target population. Section I. A. describes in detail how our mission, curriculum, teaching methods and services align with the educational needs of our target population, which is primarily low-income and includes ELL students, ASD students and students with other disabilities. The target population is described in detail in the Prospectus.

I. D. Assessment

Describe the school's approach to assessment.

The school's program will enable all students to meet challenging state academic standards. We describe in detail in Section I.A. the curriculum, instructional methods and supports that will enable all of our students to meet and exceed NYS standards.

The use of data to drive instruction and determine progress towards meeting educational objectives is a key element of NCSH's educational program. Data analysis drives rigorous instruction that responds to the individual needs of students. NCSH's assessment program includes formative assessments aligned to NYS standards and the nationally normed Terra Nova 3 tests in Reading Language and Mathematics that will allow us to compare our students with other students nationally. We will assess students often using a variety of tools and use the results to drive instruction in multiple ways as described below. Students will take a baseline assessment in reading and math before the beginning of each academic year during

²⁹ We plan to admit new students at this stage because there is evidence that autism is diagnosed significantly later in low income and African-American children than in their more privileged peers, at a median age of nearly 8 years old. However, we will only admit new ASD students if we believe that we can serve these students effectively based on actual experience of our ASD program.

³⁰ Dorothy Siegel: Q&A – *The ASD Nest Program*. March 2009

orientation in August. During the year, students will be assessed regularly using multiple tools including quick formative assessments daily and weekly, both teacher-created and embedded in the curricular programs that NCSH has selected, interim assessments every six weeks and the TerraNova in the spring of each year, as well as the NYS tests starting in third grade. NCSH will use a data management system to collect and manage data and to generate reports

Data from formative assessments will be analyzed regularly. Teachers will be trained in the analysis of data. The results of formative assessments will be analyzed and discussed in grade-level meetings weekly and used by the SST to determine the selection of students for the RTI program. Teachers will also use formative assessments to determine the assignment of students to small instructional groups and the differentiation of instruction as well as to measure student progress towards meeting the NYS standards. The DCI will support this process by observing and providing support.

Data report charts will allow detailed analysis of the results of interim assessments. Data from interim assessments will be organized by individual question, by standard, by individual student and at the level of the whole class. After each interim assessment, teachers will be required to review data to identify standards that students have not yet mastered and to understand specific areas of weakness by analysis of responses to individual questions. Teachers will then prepare re-teaching plans for review by the DCI.

The assessment cycle will continue throughout the year. This cycle of assessment, identification of weaknesses, re-teaching plans and further assessment will continue throughout the year. Teachers' evaluations will be based partly on their effectiveness in using data to drive instruction as well as the achievement and growth of the students in their classrooms. The teacher evaluation system is described in more detail in Section II. D. The DCI will be accountable for ensuring that assessments are given on schedule, that teacher-created interim assessments are mapped and aligned to NYS standards and that the format and administration of the tests is consistent. He or she will also be accountable for ensuring that standardized practices for data analysis are used by all teachers. The Head of School will be accountable to the board for student achievement and growth and will report the results of interim assessments, the TerraNova test, DIBELS and the NYS tests monthly using a dashboard format. The Head of School, in consultation with the leadership team, will also be responsible for using data to make decisions about allocating resources to support instruction and for determining professional development needed to ensure student achievement.

The school will participate fully in the state-wide system of assessment and accountability. NCSH students will take NYS tests in ELA and math each year starting in third grade and will take the NYS science test in grade 4 and the social studies test in grade 5. All students will take these tests unless their IEPs provide for an alternative assessment. Students identified as ELL will take the NYS English as a Second Language Achievement Test (NYSESLAT) annually. The school will comply with all NYSED reporting and accountability requirements.

Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole towards meeting the requirements under NYS's accountability system.

NCSH will measure and report the educational performance and progress of individual students, cohorts and the school as a whole, using valid and reliable measures. NSCH is committed to establishing ambitious goals for its students. We will establish both an internal system for setting goals for individual students, student cohorts and the school as a whole and for measuring progress towards them and a formal Accountability Plan that will form part of our charter contract with NYSED.

NCSH will set challenging internal goals, measure the progress of individual students, cohorts and the school as a whole towards them and report progress to the board. The school will establish an internal performance measurement plan including measures of status and growth. The plan will include the following elements:

Individual students. We will establish exit standards aligned to NYS standards, including the Common Core Standards, for each grade (see examples in Section I. A) The progress of individual students towards these standards will be measured by teacher-created interim assessments aligned to the standards, that are cumulative throughout the year. The system for ensuring that interim assessments are aligned to the standards is described in Section I. D. In addition, the Terra Nova tests will provide nationally normed

information about student performance and measure student growth from year to year. In grades K-3 we will also use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to measure reading fluency and decoding skills. We will set specific, measurable internal goals for the progress of individual students and for each cohort of students on each of these tests. We will also set ambitious goals for achievement and growth of our students on the NYS tests that exceed the requirements for AYP. We will work closely with the relevant Committees on Special Education (CSE) to establish challenging and measurable IEP goals for each ASD student in areas such as adaptive behavior or social functioning. We will measure progress towards these goals using publicly available measures such as the Vineland Adaptive Behavior Scales or the Achenbach Child Behavior Checklist if appropriate, and school-designed assessments such as observational rubrics. We will also establish measurable non-academic goals for other students with disabilities if appropriate.

Student cohorts. The results of the TerraNova, DIBELS, NYS state tests and NYSESLAT tests described above will allow us to track the progress of student cohorts over time. We will disaggregate data to track cohorts of ELLs, ASD students and other students with disabilities so as to monitor the effectiveness of our programs for these students. Data will also be disaggregated by ethnicity, gender and free or reduced lunch status.

The school as a whole. NCSH will establish academic and operational goals for the school. Operational goals will be measurable and will include financial stability, student and teacher retention and parent and teacher satisfaction. The primary internal vehicle for tracking and reporting the progress of the school as a whole will be the dashboard presented to the board at each board meeting. The dashboard will include the results of DIBELS, interim assessments, NYS tests and TerraNova as well as data relating to the school's operational goals. All data will be presented cumulatively so that the board can measure progress during the year and from year to year. In addition, the board will receive regular data-based reports on the progress of ELL students, ASD students, other students with disabilities and students who have been assigned to the RTI program, so that the board can evaluate the effectiveness of these programs.

NCSH will establish an accountability plan including specific measurable performance goals for individual students, student cohorts and the school as a whole in partnership with NYSED. The NYSED has stated, under the heading "Application Process and Review Phases" in the Application Kit that it will work with schools to establish a "performance (accountability) plan." We look forward to establishing a comprehensive plan in consultation with the NYSED.

The accountability plan will include "status and growth" measures. We expect the accountability plan to include at least the following measures and goals:

- Each year the school will earn a score sufficient to place it in the 75th percentile of all schools on both the Performance and Progress sections of the DOE School Progress Report.
- Each year, 75% percent of students who have been enrolled at the school on for at least two consecutive years will perform at or above the 50 NCE (50th National Percentile Rank) on the TerraNova 3 test in Reading, Language and Mathematics.
- The school will establish challenging goals for the percentage of students who score at Level 3 or above on the NYS tests in ELA, math, science and social studies. At a minimum the percentages for students who have been in the school for two consecutive years will exceed the average percentages for the CSD where the school is located or the average percentages for New York City, whichever is the higher.

Describe the school's policy and criteria for promoting students to the next grade and for graduation from the school.

A student who meets any of the following criteria will be considered for retention. The criteria are (i) average grade on assessments in any core subject is less than 70%, (ii) DIBELS scores are at or close to the "cut-off" level, indicating that the student is unlikely to meet early literacy goals, (iii) student did not achieve proficiency in the NYS test in any core subject, (v) student has been absent more than 20 days. The same criteria will be used for special education students unless the IEP specifies different criteria for assessing promotion-readiness. Students at risk of retention will be identified in early January of each year and their classroom teachers will hold a meeting with parents to explain the reasons why the student

is at risk. NCSH will be a K-8 school so students will not graduate from the school during the charter period.

Discuss how the school will use assessment data to modify the educational program and improve instruction, student learning and staff development.

The school will use assessment data to drive rigorous, responsive instruction. As described in the Prospectus, data will be used by teachers, administrators and the board to understand and improve student learning, evaluate the educational program, provide targeted professional development and allocate resources.

Improvement of instruction and student learning Teachers will use data from frequent formative assessments and from interim assessments to modify instruction in real time, making adjustments on a daily basis to ensure that all students are progressing towards proficiency. They will also use this data to differentiate instruction to meet individual student learning needs, including the needs of students who have understood the material and need more challenging assignments, to propose the assignment of struggling students to the RTI program and to assign students to groups for small group instruction. Teachers will use data from formative and summative assessments to evaluate the progress of students towards mastery of the NYS standards and to prepare re-teaching plans to ensure that students will meet and exceed the standards.

Modification of the educational program The leadership team will regularly review assessment data to evaluate curricular choices for effectiveness and for alignment with NYS standards and make modifications accordingly. The leadership team will also compare the data generated by different assessments to evaluate the effectiveness and validity of the measures that the school has chosen to use. Data will be disaggregated to allow the leadership team to evaluate the effectiveness of the school's ELL program, the programs for ASD students and other students with disabilities and the RTI program.

Allocation of resources Both the leadership team and the board will use assessment data to evaluate the allocation of resources, such as time or staff, to the different elements of the educational program and make changes as necessary.

Staff development NCSH will use common interim assessments across grade levels. This will allow the DCI and the leadership team to compare teacher performance and identify both areas of strength, which might be leveraged to help other teachers, and areas in need of improvement. Teachers will be required to work with the DCI to prepare individual development plans as part of their annual evaluation. The DCI will require that these development plans include a plan for addressing areas for improvement identified based on assessment data. The DCI and leadership team will use also use assessment data to identify school-wide professional development needs.

I. E. School Climate and Discipline

Describe the strategies that the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals.

The Director of Operations (DOO) (see Section II.C.) will be primarily responsible for the creation of a safe physical school environment. The DOO will develop a School Safety Plan that complies with DOE requirements before school opens, in consultation with other staff members and law enforcement. The DOO will also be responsible for maintaining a school environment that is physically well-maintained and orderly. We will ensure orderly classrooms and hallways using the following strategies:

Clear and enforced expectations for student behavior We will help our students to understand our behavioral expectations from the first day of school. We will also ensure that students understand that these rules exist to foster learning and mutual respect. They will understand that they, as well as their teachers, are responsible for their own learning.

Positive behavior supports and logical consequences Our approach to student discipline will be strongly positive. Good behavior will be constantly reinforced with verbal praise and small rewards. We will also use the "logical consequences" discipline technique of Responsive Classroom which focuses on internal control rather than external control and helps children understand that misbehavior leads to consequences. Our approach to discipline will take account of behavioral difficulties that are the result of ASD or other disabilities.

Explicit instruction in self-regulation techniques. ASD students will receive explicit instruction in self-regulation techniques in SDI classes and teachers will help students to use these techniques throughout the school day. Other students will also learn and use these techniques. The Responsive Classroom curriculum also includes instruction in self-regulation techniques that are similar to the techniques used taught in SDI classes. For example, students are taught how to take brief time outs if they feel stressed.

Rituals and celebrations that reinforce community. During our weekly all-school meeting we will use rituals to reinforce community norms, celebrate our students and create a sense of community.

Enlisting families We will ensure that parents understand and support the school's commitment to a safe and orderly environment. Parents of admitted students will be asked to sign a parent agreement committing them to work with the school to enforce expectations for student behavior. During the orientation period before school opens in August, new students will be introduced to the routines and expectations of school and parents will be invited to a parent orientation that will include an explanation of the school's policies concerning student behavior and the reasons for them. Parents will be invited to learn about expectations for student behavior along with their students.

Clear disciplinary consequences for more serious infractions NCSH has drafted and will implement a clear code of discipline for more serious infractions that includes procedures for detention, exclusion from field trips or events and other consequences as well as suspension from school and expulsion.

Explain the school's approach to student behavior management and discipline for both the general school population and for students with special needs.

NCSH's approach to behavior management will emphasize prevention, starting with the creation of a safe and orderly environment that will, in itself, encourage good behavior. We will always seek to understand why a student is behaving as he or she is and remove the cause if possible. As described above, we will establish clear expectations for student behavior and will explicitly teach our students how to meet these expectations. ASD students, in particular, often offer behavioral challenges. The approaches that teachers in ASD classrooms will use to prevent and mitigate problem behaviors are described in Section I.A. Some of these strategies will be appropriate for other students with disabilities whose behavior is a function of their disability. If prevention fails, NCSH will intervene early to prevent escalation of behavioral problems, with the level of intervention increasing if problem behavior continues. Teachers will keep discipline logs for each student.

Discipline for students with special needs. NCSH will comply with the requirements of state and federal law as it applies to the formal discipline of students with special needs.

Explain how the school will encourage family involvement and communication to support student learning.

Parents and other caretakers (collectively referred to as parents in this Application) are critical partners in their children's education. We will create a partnership with students' families that will ensure their engagement in every aspect of the life of the school using the following strategies:

Home visits and orientation School staff will visit the families of entering students at home during the summer before school starts in order to learn as about their needs and introduce parents to the school's expectations relating to partnership with parents. During the August orientation period, parents will be invited to participate with their students in learning about the routines of school. Parents will also have the opportunity to meet their students' teachers and to learn about the curriculum and learning goals for the year.

Communication with teachers. Teachers will be required to call the family of each student to discuss progress and any concerns and seek input at least twice a month. They will also be required to return email and telephone messages within 24 hours. The school will send a newsletter home each week with information about goings-on at school, important dates, field trips and other matters of concern to parents.

Progress reports and teacher meetings Parents will receive written progress reports quarterly. They will be asked to come to school to pick up each progress report and will meet with their students' teacher to discuss the report, in the evening or on the weekend if necessary.

"Learn with Your Student" evenings NCSH will organize parent evenings at regular intervals during which teachers will explain to parents the learning goals for their students and how their progress is

assessed. Parents will be invited to take some of the assessments that their students take. Teachers will also provide ideas for practicing and reinforcing skills at home and will suggest appropriate materials.

Parent workshops NCSH will organize informational workshops for parents of ASD students and other students with disabilities in partnership with YAI Network.

Other supports for parents NCSH will have a volunteer bilingual parent coordinator (already identified) who will provide support to Spanish-speaking parents. We will provide help to speakers of other languages using volunteers or other resources depending on the language. We will commit resources to make it as easy as possible for parents to participate in school events, by, for example, scheduling conferences at convenient times.

Parent Association NCSH will have a Parent Association in accordance with the New York Charter School Act, as amended. Trustees, the Head of School, members of the leadership team and teachers will attend Parent Association meetings regularly. The leadership team will also meet with representatives of the Parent Association quarterly to seek feedback and discuss issues of concern to parents.

Wellness Council. Parents will help develop the school's Wellness Policy as part of the Wellness Council and will help plan on-going wellness activities.

Celebrations and outings NCSH will celebrate holidays with family parties, potlucks and performances. The Parent Association will be invited to organize these celebrations. In addition, NCSH will, if possible, work with the Parent Association to organize family field trips on weekends to museums, performances, historical buildings or other activities of educational value.

Explain how the school will gauge satisfaction with school climate.

We believe that the best way to gauge satisfaction with the school climate among staff and parents is to maintain open lines of communication so that both staff and parents know whom to contact if they have concerns or suggestions and feel that their input is valued. We will create these lines of communication by frequent informal contacts between trustees, administrators, staff and families. The leadership team will seek staff input frequently and will meet quarterly with representatives of the Parent Association. We will also establish formal grievance procedures in accordance with the Charter School Act. In addition NCSH will survey staff and families annually using both the forms mandated by the DOE and school-created survey instruments. The results of these surveys will be reported to the board and discussed with the Parent Association and school staff.

II. ORGANIZATIONAL PLAN

II. A. Governing Body

Describe the proposed structure of the school board and how the board will fulfill its governance responsibilities.

The planning team has a clear understanding of the roles and responsibilities of charter school trustees and has developed an effective plan for governance and management of the school. Three members of the planning team have previous experience as charter school trustees and all members have read the Charter School Act and are familiar with the roles and responsibilities of charter school trustees as set out in this section.

Role of the board. The board of trustees will have final authority for the policy and operational decisions of the school in accordance with the Charter School Act. The board believes that it will be most effective in carrying out its responsibilities if it is focused on governance including careful oversight of the academic and non-academic operations of the school, planning and policy-making, compliance with fiduciary and legal requirements and financial oversight. The board will delegate management of the school to the Head of School and through him or her to the professional staff of the school.

Organization of the board. The board will be organized to carry out its governance obligations effectively while delegating the day-to-day management of the school to the Head of School and the leadership team. Most of its work will be done through its four standing committees. These are the Executive Committee, composed of the board officers, which is responsible for coordinating the work of the board, the Finance Committee, which is responsible for financial oversight, the Accountability Committee, which will carefully monitor the School's progress towards its academic and organizational goals, and the

Governance Committee, which will nominate trustees and officers and will be responsible for ensuring the continuing effectiveness of the board through board education and evaluation. In addition the board may appoint an Evaluation Task Force that will be responsible for evaluating the performance of the Head of School and a Development Task Force.

Articulate the roles and responsibilities of a charter school board of trustees.

Under the Charter School Act, the board of trustees of a charter school has “final authority for policy and operational decisions of the school.” The board will be responsible for (i) hiring and evaluating the Head of School, (ii) overseeing the educational program and ensuring that the school is meeting its academic goals, (iii) ensuring that the school is financially viable and that resources are allocated optimally to support its mission, (iv) ensuring that the school is operationally sound, (v) legal compliance, including compliance with reporting requirements, (vi) maintaining excellent relations with the school’s local community, promoting and advancing the interests of the school and (vii) ensuring the effectiveness of the board in carrying out its responsibilities.

Provide a job description for members of the board of trustees.

Responsibilities of the board:

- Determine the mission and purpose of NCSH and keep it clearly in focus;
- Select, support and review the performance of the Head of School;
- Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place;
- Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals;
- Enhance the public standing of NCSH in the local community and more widely;
- Ensure legal and ethical integrity and maintain accountability;
- Recruit and orient new board members, ensure board effectiveness and assess board performance.

Responsibilities of individual trustees:

- Be an active advocate and ambassador for the values, mission, and vision of NCSH;
- Regularly prepare for and attend board and committee meetings.
- Be prepared to contribute approximately 8-10 hours per month toward board service;
- Stay informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions
- Give an annual financial contribution and support capital campaigns at a level that is personally meaningful
- Understand and comply with the Code of Ethics, including the requirements of the General Municipal Law
- Prepare an annual trustee development plan
- Participate in at least one board training annually

Submit a copy of the proposed Bylaws and Code of Ethics.

The proposed Bylaws and Code of Ethics³¹ are attached.

II. B. Founding Group Composition

List the members of the proposed founding group.

The following are the members of the founding group. Four are Harlem residents and two more have strong connections to the community. The group also includes accomplished individuals with experience in K-12 education, charter school governance, law, real estate, finance and fund-raising.

Ruth Meyler (Lead Applicant) will be a trustee. Ruth is an attorney and spent most of her career with Levi Strauss & Co, where she was Chief Intellectual Property Counsel and Chief International Counsel. Ruth has been involved with charter schools for more than ten years. She was a trustee of Gateway

³¹ The attached Code of Ethics is in form of the Model Code of Ethics prepared by the New York City Charter School Center..

Charter High School in San Francisco for five years and was Chief of Staff for a year during a leadership transition. Ruth was one of the founding trustees of Leadership Prep Charter School in Bedford-Stuyvesant, Brooklyn, which became an Uncommon Schools, Inc. (USI) school after it was chartered and is now a high performing elementary school. Ruth is also a trustee of St Hope Leadership Academy Charter School, a middle school in Harlem.

Marva Allen will be a trustee. Marva is the owner of the Hue-Man Bookstore, a bookshop and community hub in Harlem and is very active in the Harlem community. She is a founder of The Power of One, an organization that supports small businesses in Harlem, and has recently been honored by Harlem4 Change, a progressive policy, empowerment and action center serving “the Village of Harlem”. Marva is an experienced entrepreneur who co-founded, built and led a successful technology company over a period of 20 years. She was a founding trustee of St Hope Leadership Academy Charter School and is also a trustee of LitWorld, which promotes literacy around the world.

Gail Brousal will be a trustee. Gail is a very experienced educator who was Head of the High School at St Ann’s School in Brooklyn for more than 30 years. She was a founding trustee of Leadership Prep Charter School and was until recently the chair of the committee that oversees academic achievement. In this capacity she oversaw the academic progress of students, studied assessment results and advised the board on the allocation of resources to ensure student achievement. Gail has also taught adult literacy at the Borough of Manhattan Community College.

Erik Dowling will be a trustee. Erik holds a Master's Degree in Real Estate from New York University and has 12 years of real estate industry experience. He is currently a Vice President and Head of Originations with Strategic Capital Solutions, an international real estate merchant banking company. He is also an adjunct professor at New York University’s Schack Institute of Real Estate. He is a founding member, and current president, of the Young Real Estate Professionals (YREP), serving over 5,000 active members in the NY tri-state area.

Derek Fleming will be a trustee. Derek is a Harlem resident who has been involved in community economic development in San Francisco and with the Empire State Development Corporation in New York. After earning an MBA in 2009 Derek became the Director of Business Development for the Marcus Samuelsson Group which owns and operates restaurants around the world. Derek is currently a partner in the Red Rooster restaurant that recently opened in Harlem. Derek has been involved with non-profit arts groups throughout his career and is currently a trustee of Complexions Contemporary Ballet Company.

Angela Bronner Helm will be a trustee. Angela is a Harlem resident and Managing Editor of the Harlem-based *Uptown Magazine*. Her career in journalism includes editing positions at AOL’s *Black Voices.com* and publication in *The Village Voice*. Angela and her husband have a 3 year-old son on the autism spectrum.

Everardo Jefferson will be a trustee. Everardo is an architect and partner in the award-winning firm of Caples Jefferson Architects. The firm is committed to working for local communities in New York City and at least 50% of its projects are public projects for the community. Projects include the Louis Armstrong House Museum Visitors’ Center and the Marcus Garvey Houses Community Center as well as schools and daycare centers. The firm is currently working on the restoration of a church in Harlem.

Sharon Joseph will be a trustee. Sharon is a Harlem resident, a parent and a member of Community Board 10 (Central Harlem). She is a Wealth Management Advisor at Merrill Lynch and is also the co-founder and owner of Harlem Lanes, a popular bowling alley in Harlem. She serves on the board of Junior Achievement New York and the Tufts Alumni Council.

Joshua Klaris is a member of the founding group but will be relocating from New York later this year and will not be able to act as a trustee. Josh is the former Principal of PS 183 in Manhattan, the founding Principal of DREAM Charter School in East Harlem and was most recently the Executive Director of DREAM.

Andrew Popper will be a trustee. Andrew is a photojournalist and news editor who was most recently a Senior Photo Editor at Business Week magazine. Andrew’s son, who is 11, has been given a diagnosis of

Asperger Syndrome and has been educated in the New York City public schools for most of his elementary education but now attends a non-public school.

Adam Rashid will be a trustee. Adam is an analyst at Eminence Capital, an investment management firm in New York with \$3.5 billion under management. Adam is responsible for identifying and evaluating investment opportunities and has extensive expertise in detailed financial modeling and analysis. He is also a volunteer mentor for Big Brothers, Big Sisters with a strong commitment to urban youth.

Patricia Sousloff will be a trustee. Patricia is an attorney and until recently worked for Partnership for Children's Rights, a not-for-profit New York law firm aimed at helping disadvantaged children get access to special education services and social security disability benefits. In this capacity she visited and become familiar with programs for children with special needs throughout NYC and is acutely aware of the challenges that low-income families face in finding appropriate settings for their children. Patricia is chair of the board of trustees of Partnership with Children, a not-for-profit organization that provides social and emotional support to at-risk children in NYC public schools. She has been a trustee since 2002 and was previously chair of the development committee.

Key Advisors

We have worked closely with a number of advisors in developing the program for the ASD students. We do not currently expect any of these advisors to serve as trustees.

Dorothy Siegel has been involved in public education in New York City for more than 20 years and served on Community School Board 15. She was one of the founders of the Nest program and is currently its Director. Dorothy is a Senior Researcher and Project Director at the New York University Institute for Education and Social Policy. She is advising us on all aspects of the ASD Nest program.

Dr Charles Cartwright is advising us on our identification process for students with ASD. Dr. Cartwright is a nationally known expert on autism spectrum disorders and is the Director of the Autism Center of the YAI Network (YAI.) YAI is a highly regarded not-for-profit organization serving people with disabilities and their families.

Lauren Hough was until recently a special education teacher in the Nest program and is currently creating and implementing professional development programs for teachers in the Nest program as a Research Associate at New York University. Lauren holds a Masters Degree in Learning Disabilities and is completing a post Masters certificate in Applied Behavior Analysis. She was one of the developers of the Social Development Intervention (SDI) curriculum that our students with ASD will follow. Lauren is advising us on educational interventions for students with ASD.

Describe the procedures for conducting and publicizing monthly board meetings.

The board of trustees is committed to open board meetings with public participation. The board will meet monthly at the school facility as provided in the Bylaws. All meetings will be open to the public in accordance with the Open Meetings Law. Minutes of each meeting will be available on request to the school not later than ten days after each meeting. The meetings will be publicized as follows:

- The board will establish an annual meeting calendar with the time and place of each meeting. The calendar will be included in the parent handbook each year and will be posted on the school's website. The handbook and website will also include a notice stating that the minutes of each meeting will be available on request.
- A notice of each meeting will be posted prominently at the school, on the school website and in the local press as required by the Open Meetings Law.
- Parents will be informed of each meeting at least seven days in advance through the weekly newsletter.

Describe the processes to be followed to promote parental and staff involvement in school governance.

In addition to the measures described above relating to the publicizing of board meetings, the board will reserve a seat for a parent representative. The parent trustee will normally be the elected President of the Parent Association unless the President does not wish to serve in which case the Governance Committee of the board will nominate a parent candidate. The parent trustee will be an ex-officio trustee (with the right to vote) or, in the case of a parent trustee nominated by the Governance Committee, will serve the same term(s) as other trustees but will cease to be a trustee if his or her child ceases to be a student at the

school during his or her term of office. In addition, trustees will periodically attend meetings of the Parent Association and actively solicit feedback from parents. Staff members are not permitted to be trustees under the General Municipal Law. However, the Head of School will attend every board meeting and other members of the leadership team will attend from time to time as requested by the board. Staff members will be encouraged to attend board meetings and the board will specifically require the Head of School to inform members of the school staff about matters discussed by the board that are related to their professional responsibilities. The Head of School will also be required actively to seek feedback from staff members and report it to the board. In addition the board will periodically request presentations from members of the school staff on specific aspects of the school's program.

II. C. Management and Operation

Describe the organizational structure of the school and its day-to-day operation.

The organization structure of the school provides a clear delineation for roles and responsibilities for administering the day to day activities of the school. The board of trustees will have final authority for the policy and operational decisions of the school in accordance with the Charter School Act. The Head of School will be hired by and will report to the board of trustees and will be accountable to the board for the overall management and day-to-day operation of the school, including both the educational program and the operations of the school. The Head of School will be assisted by a leadership team consisting of three members initially, each with clearly defined responsibilities, growing to four in the third year. Members of the leadership team will be hired by and report to the Head of School. The Head of School will be expected to consult with the leadership team in making decisions that affect their areas of responsibility or the school as a whole while retaining ultimate authority subject to the oversight of the board.

Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance and any special staffing needs.

Our organizational structure is based on discussions with several experienced school leaders who have told us that they regard it as critically important to establish a strong administrative structure in the first year so that the school can implement effective systems for all aspects of its educational program and operations from the beginning. Consequently, the school will open with a strong leadership team in place.

The critical skills and experience required for each of the positions described in this Section are set out in Attachment 11: Key Position Descriptions

The Head of School will be responsible for (i) determining and implementing the academic program and operational procedures of the school, (ii) enlisting staff, students and parents in creating a culture of academic excellence, (iii) designing the professional development program, (iv) preparing the budget, managing the school's finances and ensuring financial stability, (v) working closely with the board and keeping the board informed, (vi) establishing the procedures by which the policies established by the board will be implemented and (vii) legal compliance. In addition the Head of School will be responsible for maintaining NCSH's relationships with its external partners and with the Harlem community. The Head of School will also be accountable for hiring and evaluating the performance of the leadership team and will participate with the Director of Curriculum and Instruction in the hiring and evaluation of teachers. The job description for the Head of School is attached and includes the critical skills and experience that are required.

Plans for recruiting the Head of School. The board will be responsible for hiring and evaluating the Head of School, and supporting him or her by ensuring that he or she has the resources needed. The founding group has developed a detailed job description for the Head of School, has circulated it widely in the charter school community, has interviewed several qualified candidates and continues to meet with candidates. If a Head of School has not been identified by the time that we are notified that our application will be recommended to the Regents for approval, the founding group will start a formal search using the networks of New Leaders for New Schools, Building Excellent Schools, Teach for America, other school leadership programs such as the New York City principal development program and the program at Teachers College of Columbia University. We will also use the network of the New

York Charter Schools Incubator, of which we are a member, and will advertise on websites such as the New York City Charter School Center, the National Alliance for Public Charter Schools, K 12 Connect, Idealist.org, LINKed and Opportunitynocs.com.

The Director of Curriculum and Instruction (DCI) will be accountable for (i) implementing the academic program, (ii) developing curriculum and ensuring that it aligns with NYS standards including the Common Core Standards, (iii) leading the assessment program and ensuring that assessment data is analyzed appropriately and used to modify instruction, (iv) coaching and mentoring teachers and (v) ensuring regular communication with parents. The DCI will participate with the Head of School in the recruitment and hiring of teachers and in the evaluation of teachers and will work closely with the Director of Special Education to modify curriculum and instruction for students with special needs.

The Director of Operations (DOO) will initially be accountable for all of the non-academic operations of the school. In the first two years, the school will outsource its accounting, bookkeeping, purchasing, accounts payable, accounts receivable and payroll functions to an outside provider of “back office” services, most likely Charter School Business Management, Inc., under the supervision of the DOO. This will allow the DOO to focus on the multiple operational challenges of a start-up school. As the school grows and its budget increases, we will add a Director of Finance who will assume all of these responsibilities, freeing the DOO to focus entirely on operations. We will also add a bookkeeper so that financial management can be moved “in-house.” The DOO will also be responsible for (i) initial preparation of the draft annual budget, (ii) overseeing the preparation of monthly financial statements, (iii) implementation of financial controls, (iv) all required reports and filings, (v) grant management and reporting, (vi) acting as human resources manager, (vii) establishing effective data management systems, (viii) oversight of the facility and (ix) coordinating with the DOE on buses, food etc. In the third year of operation NCSH will hire a Director of Finance and separate the Operations and Finance functions.

The Director of Finance (DOF) will be hired in the third year and will take over responsibility for the financial management of the school including budgeting, grant management and financial management.

The Director of Special Education (DSE) is a member of the leadership team because of the importance of special education to the mission of the NCSH. He or she will be accountable for (i) working with teachers and the DCI to differentiate instruction for students with disabilities, (ii) implementing the ASD program, including administering specialized social and behavioral assessments, (iii) acting as the coordinator for special education throughout the school, (iv) maintaining relationships with CSEs, (v) ensuring the implementation of IEPs, (vi) participating in the recruitment, hiring and evaluation of special education teachers and (vi) ensuring compliance with all legal requirements relating to students with disabilities. He or she will work closely with the DCI.

Alternative Organizational Chart

While we believe that that the organizational structure described in this section is optimal to meet our mission, NCSH may revise its organizational structure in some circumstances, for budget reasons. See Section III. In the revised structure the Head of School will be replaced by a Principal and the DCI will not be hired until the third year. The Principal will combine the functions of the Head of School and the DCI, as described in this application, for the first two years.

Required Attachments 10 and 11 are attached.

II. C.1. Charter Management Organizations

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

II. D. Staffing and Human Resources

Discuss the staffing plan for the term of the charter including anticipated staffing needs and recruitment strategies.

The staffing plan is aligned with the budget and anticipated enrollment. The staffing plan is carefully aligned to planned enrollment. We will start with essential administrators and teachers and add an additional administrator (the Director of Finance), full-time staff to replace contracted services (a

bookkeeper and social worker) and full-time “specials” teachers (physical education and arts teachers) as well as a literacy specialist and a part-time librarian as the school grows and the budget can support additional staff. The staffing plan for the ASD classes is based on the Nest program. The Director of the program, who is our advisor, has developed the optimal staffing plan over the seven years that the program has been in operation, including class size, ratio of teachers to students and ratio of ASD students to other students.

The staffing plan supports sound operation and successful implementation of the educational program.

Our staffing plan includes the following elements designed to ensure the sound operation and successful implementation of the educational program: (i) a strong leadership team, with a Head of School who is responsible for the success of the school as a whole, a DCI who is focused entirely on curriculum and instruction and a high level, experienced DSE focused on the special education program, (ii) a plan for staffing the operations and finance functions that will ensure smooth functioning and allow teachers to teach without operational distractions, (iii) a careful hiring process for teachers including a written essay on educational philosophy and teaching demonstration lessons, (iv) strong support from other professionals, including a social worker, (v) an environment that promotes teacher retention by emphasizing professional development and provides time for planning and collaboration.

We expect that all of our teachers will be certified. We may employ a limited number of non-certified instructional staff as permitted by the Charter School Act. All teachers of core subjects will be “highly qualified teachers” in accordance with NCLB. We will conduct background checks and searches of the child abuse registry for all employees.

All staff members will be employees at will. The leadership team will review the performance of all instructional staff each year and will decide whether or not to invite them to return the following year. The employment of any member of staff may be terminated during the school year in cases of serious misconduct or incompetence.

The education program will be supported by other professionals. Speech and language pathologists play a critical role in our program for ASD students and our plan calls for hiring one for each two grades. These pathologists will also provide speech services mandated in the IEPs of other students with disabilities. In addition, NCSH has budgeted for a part-time contracted social worker during its first two years and a full-time social worker from the third year.

The staffing plan meets the needs of special education students. Our plan includes a full-time, experienced DSE who will lead the special education program including the ASD Program and the program for other students with disabilities and will be responsible for compliance with the federal IDEA. All classes will be CTT classes and there will be a certified special education teacher and a certified general education teacher in each classroom. ASD students will also be supported by experienced special support teachers trained in autism-specific strategies who will accompany ASD students to physical education and arts classes, school meetings and lunch. These teachers may also work one-on-one with ASD students if they need to be removed from the classroom temporarily for behavioral reasons. Our speech pathologists will be members of the staff of the school and will be closely involved with the planning for ASD students and other students who require their services. Other Related Services will be provided by the DOE, either directly or through the Related Services Authorization process.

The staffing plan meets the needs of ELL students. As described in Section I.A. our program for ELL students will use an immersion model. ELL students will be taught by classroom teachers who have been trained in strategies for bringing ELL students to proficiency in English quickly. We have budgeted for a part-time ELL specialist to provide push-in or pull-out services for ELL students if frequent assessments suggest that these students are struggling to achieve proficiency in English. However, the experience of other schools that we have studied that use “no excuses” best practices suggests that ELL students who enter schools using this model in kindergarten or first grade move rapidly towards English proficiency allowing them full access to the general education curriculum.

Our plan for recruiting and retaining effective teachers is realistic and likely to be effective. We believe that our school design will be uniquely attractive to teachers who are interested in inclusive education and in autism spectrum disorders. In addition we offer a low student to teacher ratio, a schedule that provides

for ample time for planning and collaboration and the opportunity to help create a unique charter school. We have already received several expressions of interest from teachers who have heard about our school and are very interested in teacher positions. We will recruit teachers through organizations and networks that reach teachers with the skills and experience that we need, including:

- Networking among the New York charter school community
- Networking with partner organizations including Hunter College and YAI to find appropriately qualified special education teachers
- NY Teaching Fellows alumni network
- New York Center for Charter School Excellence
- Recruitment fairs at New York schools of education
- Outreach to schools of education in other states, including those of the historically black colleges and universities
- Teach for America alumni
- K12 Connect
- Web sites such as Idealist.org, Opportunitynocs.com, LINKed, National Alliance for Public Charter Schools

We will recruit teachers for the ASD program and other special education teachers through the network of Hunter College. Hunter's training program for special education teachers is highly regarded and the college provides specialized classes in autism-specific educational strategies. Professor Shirley Cohen, Professor of Early Childhood Special Education and Autism at Hunter has been advising us and is committed to the success of the school.

We will retain effective teachers by providing an environment that supports and sustains teachers. Our plan for retaining teachers includes a comprehensive professional development program, a schedule that provides ample time for planning and collaboration with peers, frequent observation and feedback and a strong collegial staff culture. The plan for professional development to support teachers is set out in Section I.A. In addition to formal professional development, teachers will be supported in multiple ways. Our schedule provides ample time for planning, with co-teachers, other grade level teachers or in vertical groupings. In addition the two-hour professional development block each Friday offers opportunities for working with peers and with the DCI to analyze data, reflect on practice, learn from peers and acquire new skills. The DCI, DSE and the Head of School will observe teachers frequently and provide informal actionable feedback within 24 hours.

Teacher evaluation, retention and support will incorporate student status and growth data. As stated in Section I.D, data from interim assessments, the TerraNova, DIBELS and the NYS tests will be used to determine professional development needs for individual teachers. NCSH will also develop a teacher evaluation system that incorporates both status and growth data. The evaluation process is designed to ensure continuous improvement by (i) setting measurable goals for teachers at the beginning of each year including goals relating to student status and growth, (ii) observing teachers frequently and providing informal feedback that they can act upon immediately, (iii) conducting formal teacher observations with written feedback quarterly, (iv) requiring a written self-evaluation, including an evaluation of progress towards status and growth goals, for all teachers twice a year, (v) providing written evaluations of all teachers twice a year, including a personal professional development plan to strengthen weaknesses and build on areas of strength. Teacher goals will include internal student performance and growth goals and the goals that form part of the school's Accountability Plan as described in Section I.D. Goals for teachers in grades K-3 will include performance and growth on the TerraNova and DIBELS tests. The leadership team will use teacher evaluations in making decisions about retention of teachers.

Describe the instructional skills, experience and development that teachers will need to have in order to be successful.

We will seek highly competent classroom teachers who are committed to urban education and excited by the challenge of starting a new school. Our teachers will be NYS certified or have reciprocity, or will be otherwise qualified and will have experience teaching in an urban setting and a record of demonstrated success in raising academic achievement. They will be familiar with data driven instruction and

committed to developing their data analysis skills. They will be required to demonstrate excellent instructional and classroom management skills while teaching sample lessons during the hiring process. Special education teachers will have special education certification or be otherwise qualified and, preferably, experience in working with students on the autism spectrum. Both general and special education teachers must be willing to acquire additional training, including summer courses, to equip them to work effectively with ASD students. Job descriptions for teachers are attached and include the critical skills and experience that are required.

Non-certified instructional personnel will have appropriate experience and qualifications. Non-certified instructional personnel will ordinarily be participants in one of the DOE's alternative certification programs. The required training and qualifications of other non-certified instructional personnel will be determined on a case-by-case basis depending on the needs of the position. All non-certified instructional personnel will be subject to the same rigorous hiring process and background checks as other instructional personnel.

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

Describe the plan for recruitment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families of prospective students.

NCSH is committed to being an inclusive community serving a broad range of students. Our outreach program is designed to inform and welcome families so that they feel comfortable applying to the school. All children who are eligible to enter kindergarten or first grade in a DOE school will be eligible to apply to the school and will be given an equal opportunity to attend using a lottery as required by law. We will give preference to students who live in CSD 5 as required by law.

We have already publicized the school extensively in the Harlem community. Members of the founding group have already devoted a great deal of time to publicizing the school in Harlem, including talking to parents on the street and in playgrounds and seeking feedback about our proposal. We set up informational booths at both the Link Education Expo and the Harlem Parents United Education Fair and met many parents. We also sponsored an informational session at the Hue-Man Bookstore publicized through the bookstore's 30,000-member email list, at which we presented a slide show and spoke informally to parents and community members about our school. We added nearly 300 names of Harlem parents and other community members to our electronic newsletter mailing list and collected more than 150 parent signatures for our petition of support. In January 2011 members of the planning team visited seven Head Start and other daycare centers in Harlem to introduce our school to the Directors. We have also reached out to parents of children with ASD, both formally and informally. In 2010, members of our planning team attended an event in Harlem for Areva Martin, the author of *The Everyday Advocate: How to Stand Up for Your Autistic Child*. The forum evolved into a discussion group that enabled us to establish a relationship with a number of Harlem parents of children with ASD, one of whom, Angela Bronner Helm, joined our planning team.

We have met with two Harlem elected officials and with the CSD 5 Community Education Council. Adam Clayton Powell IV and Danny O'Donnell, both New York State Assemblymen, have provided us with letters of support. We have sent letters of introduction to twelve other elected politicians and have requested meetings. On April 8, 2010 we presented our school vision to the Community Education Council for CSD 5 and received a very positive response. The council members overwhelmingly expressed their enthusiasm for our vision to serve children with special needs in an inclusive community school and several of them offered to help connect us to community organizations that could help us reach out to families of children with ASD. This enthusiasm was reiterated at our public hearing on October 14 2011.

What strategies will you use to reach families that are traditionally less informed about educational options?

Our student recruitment plan includes an intensive publicity campaign together with targeted outreach to families who are traditionally less informed and to families whose children have, or may have ASD.

Our publicity campaign will include the following:

- Electronic mail will be sent to the more than 300 parents and other interested people on our email mailing list.
- We will post notices on Harlem4 Kids, a very active community website for parents in which we participate.
- Flyers will be mailed to residents of CSD 5 in English, Spanish and French.
- Flyers in English, Spanish and French will be distributed through pediatric clinics, Head Start programs, pre-schools, churches, community centers, apartment complexes and public housing complexes and through organizations serving pre-school children with disabilities including YAI, Mt. Sinai Seaver Autism Center, the Manhattan Early Childhood Direction Center, Early Intervention programs and AHRC Early Learning Centers and Schools.
- Informational literature will be distributed at education fairs in Harlem and neighboring communities.

Our targeted outreach to families who are traditionally less informed emphasizes one-on-one communication, since these families are less likely to respond to mailings or flyers. It will include:

- Informational sessions in public spaces, community centers, churches, pre-school programs and at workshops and support groups for parents of children on the autism spectrum.
- A bilingual volunteer (already identified) who will coordinate our outreach effort to Spanish-speaking parents in the first year. In future years a Spanish-speaking member of the school's staff will coordinate recruitment efforts.
- A volunteer who speaks French, Bambara (the indigenous language of most of Mali) and some Wolof (the indigenous language of most of Senegal) will assist us with outreach to members of the West African community in Harlem.
- Spanish-speaking and French-speaking recruiters. We will hire and train students from New York City colleges to make presentations about NCSH and engage parents individually. We will recruit Spanish-speaking students through Hispanic/Latino organizations at their colleges and will target students from communities that are strongly represented in CSD 5, especially the Dominican community. Two members of the planning team speak fluent French. They and the volunteer referred to above will make presentations about NCSH at West African centers including the "African Mosque" on 116th Street.
- Presentations in Spanish at Spanish-speaking day care centers including La Familia Unida run by the Alianza Dominicana, the programs run by the ADCP (Community Association of Progressive Dominicans) and the Centro Social La Esperanza. We have already visited three of these programs.
- Presentations at Spanish churches including the Broadway Spanish Baptist Church, the Spanish Christian Church and Catholic churches serving largely Spanish-speaking congregations.

Our plan for recruitment of ASD students recognizes the well-documented fact that autism is identified significantly later in minority populations³² and combines outreach to organizations serving pre-school children with special needs, including ASD, with outreach to families whose children may not have been diagnosed.

- The founding group has established relationships with the following organizations serving pre-school children with special needs, often in high needs communities, and they have all agreed to inform the families with whom they work about our school: Resources for Children with Special Needs, Inc., Manhattan Early Childhood Direction Center, Advocates for Children, Asperger Syndrome and High-Functioning Autism Foundation, the Seaver Center for Autism at the Mount Sinai Medical Center, New York University School of Medicine, Northside Center for Child

³² Alison Cook. "Autism Diagnosis Comes Later for Blacks than Whites"

http://reuters.com/news_article.jhtml?type=healthnews&StoryID=1731010

Palmer et al. "School District Resources and Identification of Children with Autistic Disorder." American Journal of Public Health. January 2005.

Development (located in Harlem) and the Children's Village (also located in Harlem). Letters from these organizations are attached as Additional Attachment 4.

- All informational materials will include a brief description of the signs of autism spectrum disorders.
- All informational sessions will include information about autism spectrum disorders.

Include an explanation and evidence to support the enrollment projections proposed during the Prospectus phase.

There is evidence of demand for charter schools offering a rigorous academic program in Harlem.

- There is a strong demand for charter school places in Harlem (CSDs 4 and 5). Kim Gittleson of Gotham Schools found that only 18% of applicants to charter schools in Harlem in 2008/2009 were admitted³³ compared with approximately 30% in the South Bronx. Schools offering a rigorous academic program and using “no excuses” best practices are particularly popular. For example, in 2010 7,000 families applied for 1,100 places in the Harlem Success Academies schools.
- There is strong demand for places in charter schools offering a rigorous academic program that serve a diverse range of students from the local community in inclusive classrooms. Examples include DREAM Charter School, an inclusive school in East Harlem that serves many students with disabilities, and the Democracy Prep middle schools. These schools receive many more applications from students in the community than the places available.
- There is evidence that NCSH will be attractive to parents of children who are not on the autism spectrum. Some evidence comes from the experience of the Nest program, where parents often ask for their children to be assigned to the ASD classrooms because of their small size and because they believe that the social and behavioral supports that are provided to ASD will be very helpful to their children as well. In addition, members of the founding group have discussed the school design with numerous prospective parents who have expressed enthusiasm for idea of extending these supports to all students.
- More than 150 parents of pre-school children have signed a petition of support indicating their interest in sending their children to our school.

There is evidence of demand for a program for high-functioning students on the autism spectrum.

- All of the organizations serving pre-school children with special needs listed above have told us, and stated in letters of support, that there is a pressing need for programs like ours.
- We know that existing charter schools in Harlem and elsewhere already serve students that they believe to be on the autism spectrum. For example, the Harlem Promise Academy Charter Schools have told us that they have at least three such students and DREAM Charter School in CSD 4 has about six, three of whom have been classified. Dixon Deutsch of Achievement First has told us that there are eight students on the autism spectrum in the Achievement First Schools in Brooklyn, and Harlem Success Academies estimate that they have three to five such students in each of their seven schools. We believe that there are many more such children in self-contained classes in community schools or in District 75 schools (District 75 is the DOE's special education district).³⁴ Neither other charter schools nor DOE community schools are able to offer specialized autism-specific supports to these students and District 75 schools do not offer an education program that builds on their intellectual strengths.
- Incidence data from the Centers for Disease Control (described in the more detail in the Prospectus) suggests that there are approximately 3,500 children in New York City who have ASD but are sufficiently high functioning to be able to access a general education curriculum. Of these, approximately 200 are likely to live in Harlem. The Nest program, which is the only

³³ <http://gothamschools.org/2010/04/14/charter-school-lottery-statistics/>

³⁴ We made a request to the Superintendent of District 75 for data about the number of high-functioning students with autism spectrum disorders from Harlem who are being educated in District 75 schools, but she was unable to provide this information, either with respect to Harlem or NYC as a whole.

specialized public school inclusion program for these children, serves about 400 children citywide of whom only seven are from Harlem.

- Parents of high-functioning children with ASD, including two members of the founding group, have repeatedly told us of their struggles to find appropriate public school programs for their children.
- While we will give admissions preference to students living in CSD 5, we expect, based on the experience of the ASD Nest program, that we will recruit ASD students from other CSDs because of our specialized program.

II. F. Community Involvement

Discuss your plans for community involvement in the governance and operation of the school

The founding group includes four active members of the Harlem community, two of whom are parents of young children. All of these community members have been actively involved in planning the school and expect to be actively involved in governance as trustees. We will also have a parent trustee. Through these community trustees we will have access to many community resources. For example, our students will be able to participate in story-telling, writing contests, book clubs and World Lit day (when students talk via video link to children in other countries about books) at the Hue-Man Bookstore, owned by founding group member Marva Allen and in cooking classes at the Red Rooster restaurant in which founding group member Derek Fleming is a partner. Community members will also be part of our school Wellness Council. Residence in Harlem will be considered an advantage in the hiring process for all school staff provided that our qualifications are met. In addition, developing and maintaining relationships with the Harlem community is a specific part of the job description both of the board and of the Head of School. This will form part of the annual evaluation of the Head of School.

Describe your plans for developing community partnerships.

Harlem is a community with a rich history, a vibrant arts scene and many community organizations. We chose to locate our school in Harlem so that we could draw on these strengths. We have developed partnerships with several of these organizations in three areas:

Student recruitment Autism, and especially high-functioning autism, is often not diagnosed in low income, African-American and Hispanic children until they reach school age or later (see footnote 29). In order to identify and recruit ASD students who may not have been diagnosed, we will need to have strong relationships with community organizations working with pre-school children. We have established a relationship with two such organizations located in Harlem, the Northside Center for Child Development and the Children's Village (letters of support included in Additional Attachment 4) and with several other organizations serving pre-school children with disabilities throughout Manhattan or New York City. During the coming months we intend to contact and form partnerships with the Harlem Hospital Department of Pediatrics and other pediatric clinics. We have also started a program to visit and establish partnerships with Head Start and daycare programs throughout CSD 5. We have visited seven such programs, including three that are primarily Spanish speaking.

Arts program As described in Section I.A., we have established relationships with two community partners, Harlem Arts Alliance and Opus 118, Harlem School of Music. These organizations will work with us to plan our arts program and bring practicing Harlem artists into the school to work with our students.

Wellness Program. We are exploring a partnership with Harlem Seeds, a Harlem non-profit that teaches children basic gardening, harvesting and cooking skills to inspire them to discover good nutrition through direct experience. Harlem Seeds will help us plan a healthy eating program as part of our Health and Physical Education program and will work with students in the school. We will enlist parents and other community members, including representatives of Harlem Seeds, as members of the school Wellness Council. The Council will help plan and implement our school Wellness Policy.

II. F. 1. Joint application.

We do not propose to affiliate with any other organization.

III. FINANCIAL PLAN

III. A. Budget

The Budget and Cash Flow Template is attached.

Submit a separate explanation and discussion of key budget assumptions underlying the budget projections and explain how the budget aligns with and supports implementation of the educational program.

The budget aligns with our mission. The key elements of our mission are the provision of a rigorous, comprehensive educational program to mostly low-income students in an inclusive setting that includes high-functioning students on the autism spectrum. Consequently, our budget prioritizes the staff necessary to establish and deliver such a program including a strong administrative team, two certified teachers in each classroom, teaching assistants in the larger classrooms to maintain low student to adult ratios, arts and physical education teachers and additional support staff including special support teachers, speech and language pathologists and a social worker.

The budget supports our educational program. Providing a rigorous educational program also requires that we prioritize professional development to ensure continuous improvement for all teachers. We have budgeted for a strong professional development program including professional development in literacy provided by TCRW and specialized training in autism-specific instructional strategies.

The budget supports our recruitment program. We have budgeted for stipends for college students to assist with student recruitment and particularly with recruitment of ELL students. The budget also includes the cost of our comprehensive program to identify and recruit high-functioning children on the autism spectrum described in Section I.C. including YAI's fees.

The budget supports our specialized program for ASD students. Our ASD students will have extraordinary educational needs and will require a specialized program. The actual per student cost of this program significantly exceeds the supplemental allocation to charter schools for students receiving special education. In order to serve these students, NCSH has made a formal request to the DOE for a special allocation in the amount of \$40,328 per year for each of our ASD students (the Special Allocation). The request is based on the precedent created by the New York Center for Autism Charter School, which receives a special allocation to fund its specialized program for students on the autism spectrum. A copy of the request is attached as Additional Attachment 5. We have discussed it with the Charter School Office of the DOE and have been informed that it is receiving internal consideration. The budget includes the Special Allocation. However, we have prepared alternative budgets in case we do not receive the Special Allocation. See below.

Our key revenue assumptions are realistic and evidence-based. Key assumptions are as follows:

- We will receive the Special Allocation referred to above;
- We have chosen not to include CSP funding;
- We do not plan to incur debt;
- Base year per pupil funding and special education funding for non-ASD students as included in the NYSED budget template;
- 0% annual increase in per pupil and 0% increase in other per pupil revenue;
- 3% annual increase in direct student costs, personnel costs and indirect costs;
- 10% of students other than ASD students will require special education services for 60% or more of the school day and 5% will require special education services 20%-59% of the school day.³⁵
- The Walton Family Foundation (WFF) will award a post-authorization grant in the amount of \$200,000;
- The board will raise \$25,000 a year.

Our fundraising assumptions are realistic and evidence-based. The WFF has awarded a total of \$50,000 in planning and pre-authorization grants to NCSH. NCSH is eligible for a further post-authorization grant

³⁵ This estimate is conservative based on the experience of other charter schools in Harlem that offer CTT classrooms. For example, DREAM Charter School in East Harlem currently has 18% of students in first grade and 33% in third grade who receive services for more than 60% of the day.

of \$200,000. The attached letter from WFF's local grant partner confirms that NCSH has received these grants and has been pre-approved for a post-authorization grant, contingent upon authorization and a vote of the WFF committee. (Additional Attachment 6). We assume that NCSH will raise \$25,000 a year in private donations. This is a very conservative assumption. Three members of the founding board have extensive experience of private fundraising as members of other boards of not-for-profit organizations and are confident that they will be able to meet this goal.

Our key expenditure assumptions are realistic and evidence based. Our assumptions for facilities costs are based on the actual facility that we have identified. Our assumptions for the salaries of administrative staff are based on the experience of other charter schools. We have used an average of \$60,000 as our baseline salary for teachers. This number is the calculated based on the salary for a teacher who has two years of experience with an approved MA or BA + 30 credits w/36 credits in an area of specialization, as shown on the DOE Teacher Salary Schedule. We have added 10% because of the school's longer day and year. Other assumptions are based on researching actual costs and on the experience of other charter schools.

We are committed to maintaining the financial viability of the school. We have planned for budget and cash flow challenges, particularly in the first year. We have prepared two contingent budgets that are based on the assumption that we do not receive the Special Allocation and do not receive CSP or any additional start-up funding. Our budget calculations show that we can fund our program as described in this Application in this situation, provided that we are located in a DOE facility for our first three years. We will do this by reducing administrative salaries, reducing the fee paid to our outside vendor of back office services and doing more financial management "in house," and reducing OTPS line items by, for example, buying used items instead of new. If we are obliged to rent a private facility we will further reduce expenditures by eliminating the position of Head of School. Instead we will hire a Principal who will also act as the instructional leader for the first two years. We will hire a Director of Curriculum and Instruction in the third year.

Our fundraising assumptions are very conservative. We will apply for additional start-up funding from the federal Charter School Program, the NYS State Stimulus funding program, the New York City Charter School Center Post-Authorization Grant, the Tiger and Achelis and Bodman Foundations which have provided start-up funding for many New York City charter schools, and foundations that that give grants in the field of autism including the Autism Society of America Foundation, the Doug Flutie Jr. Foundation for Autism and the Nancy Lurie Marks Family Foundation.

In the event of an additional serious budget or cash flow challenge we will consider the additional strategies to reduce expenditures and/or increase revenue. These strategies may include hiring a less-experienced teacher as the second teacher in one or more classrooms, adding one or more additional students to one or more classrooms or combining ASD classrooms if we are unable to enroll 16 ASD students in our first year. We will also consider postponing hiring a speech and language pathologist and obtaining speech and language services through the DOE's RSA process.

III. B. Financial Management

Describe the systems and procedure for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records

NCSH understands the school's financial management obligations and is committed to sound financial management. NCSH has developed a sound, prudent financial management plan. NCSH and its founding board are strongly committed to ensuring that NCSH will operate in a financially responsible way, under the close supervision of the board. NCSH will develop internal controls to ensure that it is in compliance with applicable regulations, and can sustain itself as a viable organization. Among its staff and board, NCSH will develop a financial culture of accountability, frugality, and adherence to processes and controls. NCSH will ensure sound financial management by taking the following steps:

Maintain close board oversight. The board will maintain close oversight of NCSH's financial operations

and will be responsible for ensuring sound financial management. The Finance Committee of the board will meet regularly with the Head of School, DOO and CSBM (see below) to discuss the monthly financial statements and will report to the full board at each of its meetings. The Finance Committee will also review the annual financial report before it is submitted to the NYSED, and the draft audit report.

Contract with an experienced provider of “back office” services. During its start-up phase and until a Director of Finance is hired in the third year, NCSH will contract with Charter School Business Management, Inc. or a similar provider of “back office” services to charter schools (CSBM). CSBM will be accountable to the Head of School. Under the supervision of the Head of School and with the day-to-day assistance of the DOO and the Office Manager, CSBM will:

- Set up NCSH’s accounting system, using QuickBooks or a similar program;
- Develop a Chart of Accounts that includes fair and reasonable allocation methods that meet the requirements of the NYSED;
- Develop a system for grant accounting;
- Provide book-keeping services and follow purchasing, accounts payable and accounts receivable procedures set out in the Financial Procedures Manual (see next section);
- Assist NCSH in selecting an outside vendor of payroll services and set up payroll procedures;
- Assist NCSH in selecting and overseeing benefit plans;
- Prepare monthly bank reconciliations;
- Prepare unaudited monthly financial information, including balance sheet, profit and loss, and cash flow statements (Monthly Financial Statements);
- Prepare the annual financial report required by the NYSED;
- Prepare tax returns and assist the Head of School and DOO in preparing the annual budget;
- Administer grants and prepare grant reports.

In order to maintain the utmost financial integrity, the Finance Committee will provide for a spot audit of the CSBM’s record-keeping quarterly.

Train NCSH personnel in financial management. CSBM will train the DOO and Office Manager in charter school financial management procedures, so that some responsibility for financial management can be transferred to school personnel during the first two years, under the supervision of the Head of School. Specifically, CSBM will work with the DOO to set up a financial records filing system, develop a system for regular stress testing of internal controls and a review of financial procedures and develop procedures for closing the books monthly. The Director of Finance (DOF) will assume responsibility for financial management when he or she is hired in the third year and the relationship with CSBM will be terminated, except for audit preparation.

Create a detailed Financial Procedures Manual. We believe that responsible financial management requires that clearly stated and actively enforced internal controls are in place and that all staff understand them. NCSH will develop a detailed Financial Procedures Manual (the Manual) for approval by the board and will provide copies of relevant sections to all school employees. The procedures set out in the Manual will include rules for the segregation of duties among the CSBM, the DOO, the Office Manager, the bookkeeper and the Head of School so as to reduce the risk of fraud. They will include detailed procedures for:

- Revenue recognition and cash receipts;
- Grant accounting;
- Tracking of expenditures including purchase orders, vendor invoices, expense reimbursements and credit cards;
- Cost allocation in accordance with the Chart of Accounts;
- Banking, including monthly reconciliations and authorization for fund transfers;
- Maintaining personnel records and communicating payroll information to the outside vendor of payroll services;
- Monitoring capital assets;
- Records retention.

Adhere to generally accepted accounting practices. NCSH will maintain an accrual-based accounting system in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit organizations and will contract with a New York State Certified Public Accountant to conduct an annual audit.

Select an audit firm and ensure that the school is audited annually. Independent audits of the school's financial statements will be conducted annually by a New York State Certified Public Accountant selected by the board. Audits will be conducted in accordance with GAAP and with the Government Auditing Standards issued by the Comptroller General of the United States. CSBM, and subsequently the DOF, will be responsible for audit preparation and working with the auditor under the supervision of the Head of School. Key elements of the audit will include (i) assessment of the effectiveness of internal controls and their consistent application and (ii) testing that financial statements are accurate and are prepared in accordance with GAAP and will be conducted according to procedures established by the board. The auditor will be required to prepare an opinion letter, including the identification of any deficiencies, and recommended improvements.

The annual financial report will comply with the guidelines contained in the NYSED's document entitled "Guidelines for Audits of the Financial Statements of Charter School" (NYSED Requirements). NCSH will submit an annual financial report to the NYSED within 120 days of the end of the school's fiscal year as required by law. The annual financial report will comply with all of the NYSED Requirements including all statements required by Financial Accounting Standards Board Statement No. 117, Financial Statements of Non-Profit Organizations, a supplemental schedule of functional expenses and the auditor's report, including a management letter if applicable.

The school will develop policies and processes for tracking enrollment, attendance, eligibility for free and reduced lunch and special education and Limited English Proficient enrollment and will clearly define responsibility for maintaining and protecting records. The school intends to purchase a comprehensive data management system such as Power School or Rediker (the Management System) that will provide a platform for maintaining all student information. However, we recognize that in schools much information is generated or received in hard copy form. Our system will include procedures for handling and tracking information in both electronic and hard copy form. Data entry and filing will generally be done by the Office Manager, under the supervision of the appropriate member of the administrative staff as described below.

The DOO will be responsible for maintaining enrollment records. Information from hard copy application forms will be entered into the management system as they are received during the application and enrollment process and used as a basis for enrollment recording. The DOO will be responsible for ensuring that enrollment records are complete and accurate at all times. The DOO will also be responsible for the accurate entering of data into the DOE's Automate The Schools (ATS) tracking system.

Attendance records will initially be generated in hard copy. Students will be logged in when they arrive for breakfast and again when classes start by classroom teachers. Logs will be sent to the Main Office where an absence list will be compiled and emailed to teachers, who must report discrepancies by noon. Attendance data will then be entered into the management system. The DOO will be responsible for overseeing this process. The DOO will also be responsible for obtaining application forms for the National School Lunch Program, tracking the return of forms, submitting them for processing and recording eligibility once it is determined. The school will pay for lunch for students who are not eligible during its first year and will not therefore collect the cost of lunch from parents. The board will review this policy annually.

The school's enrollment data, maintained by the DOO, will include information about the classification of special education students. However, the DSE will be primarily responsible for ensuring that special education records are accurate and complete, including discipline records for students with IEPs, that all IEPs are up-to-date, that IEP meetings take place as required by law and that all reports relating to special education students are accurate, complete and timely. The DSE will also be responsible for entering information relating to special education students into the DOE's Special Education Student Information System (SEGIS) and Child Assistance Program (CAP) tracking systems.

The school's enrollment records will also include information about students classified as ELL or LEP. However the DCI will be primarily responsible for maintaining ELL or LEP records, including records concerning the administration of the NYSESLAT annually and the results of the test.

Describe who will be responsible for the protection of student and financial records.

NCSH will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) with respect to confidentiality of student records.

NCSH recognizes its obligation to maintain the confidentiality of student records. The DOO will ensure that all electronic records are password protected with passwords and log-ins unique to each user, that all hard copy files are kept in locked cabinets and that special education files are kept in a separate locked cabinet. Medical records will be kept in a locked cabinet in the nurse's office. The Main Office staff will keep a log of requests for access to hard copy records, except that the access log for medical records will be kept by the nurse. Electronic records will include an automatic access log.

The DOO will be responsible for the protection of financial records in the first two years; the DOF will be responsible when he or she is hired.

All hard copy financial records, including personnel files, will be kept in locked filing cabinets separate from student records. Only authorized members of the school's financial and operational staff will have access to these records. Electronic records will be password protected as above.

NCSH is prepared to meet its insurance, annual audit, annual financial report and other key financial management obligations. The school's plan to meet its obligations to conduct an audit annually, to prepare and submit an annual financial report to the NYSED and generally to manage its finances prudently and responsibly is set out in this Section. In addition the school has consulted with other charter schools and an insurance broker, A.J. Gallagher & Co, that specializes in insuring charter schools, about liability insurance that will cover the school, its board, staff and teachers against tort claims and also about property and workers compensation coverage. We have been advised that the policies and limits set out in the letter from A.J Gallagher & Co attached to this application as Additional Attachment 7. are customary and adequate for charter schools. As appears from this letter, we have obtained a quotation for the cost of these policies and we have budgeted accordingly.

III. C. Facility

Discuss the school's facility needs based on the educational program and anticipated enrollment. Explain how the facility will meet the needs of students.

NCSH will open with 106 students in 6 classrooms. Because of the needs of our ASD students, two classes in each grade will have fewer students (12 in Kindergarten and 16 thereafter) than our general education class (25 students) and proportionally smaller classrooms. We will require a dedicated room for our Speech and Language Pathologist. A multi-purpose room will be used by our DSE and Related Services providers to provide services for children with IEPs and other learning support, by our nurse and for parent meetings (we will leverage our schedule to take advantage of all available space to ensure any needed privacy or quiet for students). Classrooms will serve instructional purposes in the academic subjects of ELA, Math, Social Studies and Science. Beginning in year 2, a Specialty Classroom will be used for Art and Music. The Administrative Space will include shared office space, or offices in close proximity to each other, used by the Head of School, DCI, DSE and DOO.

The following table sets out our space requirements in year 1 and year 5

Room	Purpose	Square Footage	Number of Rooms Yr. 1	Number of Rooms Yr. 5
Classrooms	General Instruction	425-625	6	18
SDI Room	Small group social development	150	1	2
Multi-purpose room	Related services, nurse, parent mtgs	500	1	1

Specialty Classroom	Art, music, etc.	625	0	2
Cafeteria	Meals, large gatherings	635	1	1, but larger
Main Office	Admin. offices	1500	1	2
Restrooms	Separate for students and staff	100	6	16

Provide assurances that the facility will be accessible to students with physical disabilities.

NCSH will comply with the Americans with Disabilities Act (ADA), with the occupancy requirements under the Charter School Law and with all other health, safety, sanitation, local zoning land use and building code requirements.

Potential locations under consideration including DOE space and privately leased space.

DOE space. NCSH has requested both incubation and long-term space from the DOE in CSD 5. Members of the planning team met with Recy Dunn, Executive Director of the DOE Charter School Office, on January 10, 2011 to confirm our interest and discuss the process and timeline for obtaining DOE space, if available and we have filed a Letter of Intent as required for charter schools seeking DOE space.

Privately leased space. The planning team is working with a local realtor who is assisting in our efforts to identify suitable short term and long term space. We are exploring the feasibility of several sites and have found the following option that is available and would work for two years:

130 West 124th Street – This 26,000 square foot facility has a W9 miscellaneous educational facility zoning designation and a Certificate of Occupancy. There is 4,500 square foot cafeteria with adjoining kitchen in the basement and a 5,000 square foot gymnasium on the 3rd floor. First floor rooms are configured as classrooms and are currently used as a Bible school. The second floor is configured as office space, but the internal walls are non-load-bearing, and can be reconfigured as classrooms. There is an adequate supply of bathrooms and toilets, although we would modify some of them with appropriate fixtures to accommodate our young students. The building is ADA compliant, all floors are accessible by an elevator and two sets of stairs, and the building has fire alarm and sprinkler systems. There is no outdoor space but the facility is one block from Marcus Garvey Park which we could use for some physical education programs. The space is in good condition and would be available to NCSH at \$20/sq.ft. We have spoken to a contractor who estimates that the cost to make this space suitable for our needs would be approximately \$75,000.

Long-term space. NCSH is also in touch with developers in Harlem who have worked with charter schools and who own (or are bidding on) sites in CSD 5 which may be suitable for our needs through full-growth. Some sites are vacant land requiring new construction while others require renovation of an existing facility. We anticipate working with a developer who would purchase the property, bear the cost of building or rehabilitating the space to our specifications and in accordance with applicable health, safety and occupancy requirements, and lease the space to NCSH on a long-term basis. Through conversations with these developers and a realtor who specializes in commercial rents in northern Manhattan, we have determined that we can expect to pay approximately \$25/sq.ft in Central Harlem for long-term space that is built out to our needs.

Process and Timeline for selecting, acquiring, renovating (or building) and taking occupancy of a suitable facility.

A task force of the NCSH Board of Trustees with expertise in real estate, school design and finance will oversee the selection, leasing and construction/rehabilitation of suitable incubation and long-term facilities according to the following timelines:

Incubation Space (130 West 124th):

July – Aug. 2011	Review layout and determine configuration of space and other modifications for needs and budget.
Sept.- Oct. 2011 (after	Negotiate lease terms with building owner, including provisions for renovation,

issuance of charter)	shared use of cafeteria and gym, cleaning, maintenance, etc.
Sept.-Oct. 2011	Create renovation plans and determine scope of project.
Nov.-Dec. 2011	Solicit bids from contractors and choose contractor.
Nov.-Dec. 2011	Obtain grants and other sources of funding for renovation and furniture and equipment.
Jan. - Feb. 2012	Sign lease.
March – June 2012	Renovate Facility.
March – June 2012	Determine furniture and equipment needs, solicit bids and place orders.
July 1, 2011	Commencement of lease term.

Long-term space:

July – Oct. 2011	Visit potential sites and interview developers.
Nov.- Dec. 2011	Narrow potential sites to 3 and present to board for selection.
Jan. - March 2012	Negotiate lease terms with developer.
March – May 2012	Develop specifications based on needs through full growth, with phased-in renovation and occupancy of space if possible.
June 2012	Sign lease (payment to commence upon possession).
June – Sept. 2012	Developer obtains appropriate permits.
Sept. 2012 – May 2014	Construction: renovation of existing facility or modular on land.
May- June, 2014	Oversee resolution of punch list items, final inspections are conducted and Certificate of Occupancy issued.
May- June, 2014	Enter support service agreements.
July 1, 2014	Take possession of facility.

Facilities Costs and Budget Assumptions

NCSH’s plan for leasing incubation and long-term space is financially viable, given its relatively low impact on the total budget. The planning team has developed two sets of budget scenarios depending on whether the school is housed in free DOE space or privately leased space. (See Section III.A.) Our budget assumptions are based on a rent estimate of \$20/sq.ft. for the first two years and \$25/sq.ft. thereafter (see above) for commercial space that is built to our specifications. We have calculated rent projections based on the space requirements set out in the table above. We have also budgeted \$75,000 in renovation costs over the pre-opening period and the first year.

III. D. Transportation

State whether the school intends to provide transportation for students who do not otherwise qualify for transportation under Education Law Section 3635.

General education students NCSH does not intend to provide transportation for students who are not eligible for DOE transportation. However, the school will provide transportation for students who are eligible during the school’s extended year. The DOE provides transportation for charter school students without cost to the school only during the 180-day school year. The school will purchase and provide Metrocards to families whose students are eligible for transportation for the additional days that NCSH is in session. We do not expect that many families will fall into this category. We are committed to being a neighborhood school and will give an absolute preference in our lottery to students from CSD 5. Consequently, we expect that most of our students will live within half a mile of school, in which case they will not be eligible for transportation according to the DOE’s criteria and will be expected to walk to school. For budget purposes we have assumed that we will provide Metrocards to 25% of our students. Families of general education students who live in boroughs other than Manhattan will be required to make their own transportation arrangements as the DOE does not provide transportation for these students across borough lines.

Special education students The DOE provides transportation to special education students. The form that the transportation takes (yellow bus or Metrocard) and the number of days for which transportation is

provided is determined by their IEPs. We expect that that all of our ASD students and some other special education students will receive appropriate transportation throughout the NCSH extended year and we will work with the relevant CSEs to ensure that this is the case.

III. E. Food Service

Describe the food services that the charter school will provide to students.

The DOE provides breakfast at no cost and lunch at a cost of \$1.50 per student to all students in DOE schools, including charter schools, under the School Food Program. Under the National School Lunch Program (NSLP), lunch is provided free or at a cost of \$0.25 to eligible applicants based on income. NCSH will participate in both the School Food and NSLP programs. In our first year we will pay the cost of lunch for students who are not eligible for the NSLP or are eligible for lunch at a reduced cost, so as to make no distinctions between students. The board will review this commitment annually to ensure that it is an appropriate allocation of resources. For budget purposes, we have assumed that 80% of our students will be eligible for free or reduced lunch, and of these one half will be eligible for reduced lunch. We will provide a hot lunch if appropriate kitchen facilities are available or will arrange with School Food to have food transported. NCSH also intends to provide a healthy snack such as fruit or yoghurt for all of our students each day.

III. F. Insurance

A letter from an insurance broker evidencing our ability to obtain requisite insurance cover and the requisite insurance bond is attached as Additional Attachment 7.

III. G. Pre-Opening Plan

NCSH will comply with the pre-opening procedures and requirements that NYSED intends to release. NCSH is a member of the New York Charter Schools Incubator (NYCSI). NYCSI has prepared a very extensive check-list of pre-opening tasks for charter schools from the date of approval until the opening of school, which includes approximately 1300 items. We will use the NYCSI list as the basis for our pre-opening planning and will have access to their support in completing these tasks on a timely basis. The following table shows the key tasks to be completed between approval and opening of the school.

Task	Date	Steps to complete	Responsibility	Resources
Human Resources				
Identify and hire Head of School	6/30/11	Identify final candidate and finalize consulting contract	Founding group/Board	Recruiting costs Consulting fee/salary and benefits
	12/1/11	Finalize employment agreement once NCSH is incorporated		
Identify and hire DOO	6/30/11	Start search	Head of School/ Founding group	Recruiting costs. Salary and benefits
	1/1/12	Identify final candidate and finalize consulting agreement		
	4/1/12	Finalize employment agreement		
Identify and hire DSE and DCI	1/1/12	Start search	Head of School	Recruiting costs. Salary and benefits
	6/1/12	Finalize employment agreements		
Identify and hire teachers	1/1/12	Start search	Head of School	Recruiting costs. Salary and benefits
	7/1/12	All teacher hires completed		
Identify and hire other staff/contractors	4/1/12	Start search	DOO	Recruiting costs. Salary and benefits.
	8/15/12	All other hires complete		
Complete Personnel Manual and other HR documents	3/1/12	Complete draft	Founding group Pro-bono legal counsel	None
	4/1/12	Legal review and board approval		

Fundraising				
Foundation Grants	9/30/11	Submit application for Walton post-authorization grant	Founding group	None
	9/30/11	Submit applications to Achelis and Tiger Foundations. Submit applications to autism-specific foundations.		
Post-authorization grants	9/30/11	Verify application date for NYS stimulus funding. Submit applications.	Founding group	None
Board fundraising	6/30/11	Develop fundraising plan	Board	None
Student recruitment				
General recruitment	11/15/11	Prepare recruitment materials Contact Head Start programs, daycare programs, community organizations for outreach dates.	Founding group/ Head of School/DOO	Printing and mailing costs
	12/01/11	Start recruitment campaign		
	4/1/12	Applications due		
	4/9/12	Lottery		
ELL Recruitment	11/15/11	Start recruitment of Spanish-speaking students for outreach Contact daycare centers etc. for outreach dates Hire and train students; start outreach visits.	Founding group	Stipends for students
	11/30/11			
	12/15/11			
ASD Recruitment	11/15/11	Start visits to organizations serving pre-school students with disabilities	Founding group	Stipend for coordinator. YAI fee
	12/15/11	Finalize screening contract with YAI		
	1/1/12	Hire ASD recruitment coordinator		
Enrollment	5/1/12	Complete enrollment; identify possible ELL, special education students	DOO Head of School DSE/teachers	None
	6/1/12	Obtain all available records		
	8/1/12	Home visits for ASD students and other special education students		
Facility				
Identify DOE incubation space	6/30/11	DOE interview	Founding group/DOO	Architect fees. Renovation costs
	3/1/12	Identify space; prepare renovation plans, identify contractor		
	7/1/12	Order furniture, computers etc.		
	8/1/12	Renovation completed		
Identify private incubation space		See Section III. C. for timeline.	Founding group/DOO	Rent, architect fees, renovation costs
Identify long-term Space		See Section III.C. for timeline.	Board	
Education Program				

Curriculum:	4/1/12 - 8/15/12	Finalize scope and sequence and curriculum mapping to ensure alignment with standards Develop specials curriculum Develop lesson plan template	Head of School/ DCI/teachers	Purchase curricular materials
Assessment:	4/1/12 – 8/15/12	Design interim assessments (borrow from high-performing school and modify initially) Design data analysis system	Head of School/DCI/ teachers	None
	7/1/12 – 8/15/12	Develop plan for summer diagnostic and ELL assessments		
Education program	7/1/12 - 8/1/12	Develop system for observation and evaluation of teachers	Head of School/DCI	None
	7/1/12 - 8/1/12	Develop system for evaluation of curriculum, ELL and ASD programs etc.		
Special Education	8/1/12 – 8/31/12	Develop plan for preparing and monitoring IEPs Design non-academic assessments Develop plan for identifying IEP students	Head of School/DSE	None
Professional development	5/1/12	Arrange summer training at Hunter for teachers and DSE	Head of School	Hunter College fees
	6/1/12	Design pre-service PD		
	7/1/12	Design in-service PD		
Finance and Operations				
Set up financial procedures	6/1/12	Contract with Consultant Set up accounting system Identify all reporting requirements	Board/DOO	Consultant fee
	4/1/12	Complete Manual		
Research and purchase student information management system	5/1/12	Complete research	Board/DOO	Purchase of system
	6/1/12	Purchase and set up system		
DOE/SED relationship	7/1/12	Food Transportation – initial request BEDS code ATS code and access	DOO	None
Set up record-keeping systems	6/15/12	Student records	DOO	None
	7/1/12	Immunization records		
	7/1/12	IEP records		
Governance				
Set up board procedures	4/1/12	Hold organizational meeting and elect trustees and officers once NCSH is incorporated. Set up Minutes book Establish meeting calendar Plan board training Develop dashboard	Board	None

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Attachments 1-11 and Attachment 17

Additional Attachments 1-7

Total page count excluding attachments 7-9 is 64

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Marva Allen	Founding group member and proposed Board member
Gail Brousal	Founding group member and proposed Board member
Erik Dowling	Founding group member and proposed Board member
Derek Fleming	Founding group member and proposed Board member
Angela Bronner Helm	Founding group member and proposed Board member
Everardo Jefferson	Founding group member and proposed Board member
Sharon Joseph	Founding group member and proposed Board member
Joshua Klaris	Founding group member
Ruth Meyler	Lead applicant, founding group member and proposed Board member
Andrew Popper	Founding group member and proposed Board member
Adam Rashid	Founding group member and proposed Board member
Patricia Soussloff	Founding group member and proposed Board member

Attachment 2: Certification Statement

Proposed Charter School Name: **Neighborhood Charter School of Harlem**

Proposed School Location (District): **New York City Community School District 5**

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  Date 8-29-11

(Please label the copy that has original signatures)

Print/Type Name: **Ruth Patricia Meyler**

Address:  **New York, NY 10024**

Daytime Phone:  Email: 

Attachment 3

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Sample Kindergarten schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 - 8:20	Morning meeting/ calendar	Morning meeting/ calendar	Morning meeting/ calendar	Morning meeting/ calendar	All school meeting
	Reading mini lesson/ workshop				
8:20 - 8:30					Physical education (SDI)
8:30 - 9:20	Reading mini lesson/ workshop				
9:20 - 9:30	Movement break	Movement break	Drop Everything And Read/SDI	Movement break	
9:30 - 9:45	Vocabulary	Vocabulary		Vocabulary	Music/drama
9:45 - 10:30	Math	Math	Math (10:00 - 10:45)	Math	
10:30 - 11:15	Math	Math	Math (10:45 - 11:30)	Math	Vocabulary (10:30-10:45)
					Math (10:45- 11:30)
11:15 - 11:30	Read aloud	Read aloud		Read aloud	
11:30 - 12:15	Lunch/recess	Lunch/recess	Lunch/recess	Lunch/recess	Lunch/recess

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:15 - 1:15	Writing/writing workshop				
1:15 - 2:00	Social Studies	Social Studies	Social Studies	Arts (SDI)	Math
2:00 - 2:15	Physical education (SDI)	Movement break	Movement break	Movement break	Movement break
2:15 - 2:45		Shared reading	Shared reading	Shared reading	Shared reading
2:45 - 3:30	Science	Art (SDI - 45 minutes)	Science	Science	Social Studies
3:30 - 4:00	Shared reading		Science/dismissal	Science/dismissal	Read aloud

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Sample Core Teacher schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 - 8:00	Breakfast (planning)				
8:00 - 8:20	Morning meeting/ calendar	Morning meeting/ calendar	Morning meeting/ calendar	Morning meeting/ calendar	All school meeting
8:20 - 8:30	Reading mini lesson/ workshop				
8:30 - 9:20	Reading mini lesson/ workshop	Academic PD (data mtngs, best practice study etc.)			
9:20 - 9:30	Movement break	Movement break	Cross-curricular planning	Movement break	
9:30 - 9:45	Vocabulary	Vocabulary	Math (10:00 - 10:45)	Vocabulary	Vocabulary (10:30-10:45)
9:45 - 10:30	Math	Math		Math	
10:30 - 11:15	Math	Math	Math (10:45 - 11:30)	Math	
11:15 - 11:30	Read aloud	Read aloud		Read aloud	Math (10:45- 11:30)
11:30 - 12:15	Lunch/ recess				

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:15 - 1:15	Writing/ writing workshop	Writing/ writing workshop	Writing/ writing workshop	Writing/ writing workshop	Writing/ writing workshop
1:15 - 2:00	Social Studies	Social Studies	Social Studies	Cross-curricular planning	Math
2:00 - 2:15	Cross-curricular planning	Movement break	Movement break	Movement break	Movement break
2:15 - 2:45		Shared reading	Shared reading	Shared reading	Shared reading
2:45 - 3:30	Science	Cross-curricular planning	Science	Science	Social Studies
3:30 - 4:00	Shared reading		Science/ dismissal	Science/ dismissal	Read aloud
4:00 - 4:30	planning	Special needs case conferencing	planning	planning	
4:30-4:45					

Attachment 4

Neighborhood Charter School of Harlem

2012-2013 School Calendar

August 2012						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
Su	M	Tu	W	Th	F	Sa
						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						
Su	M	Tu	W	Th	F	Sa
		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						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
Su	M	Tu	W	Th	F	Sa
					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						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
Su	M	Tu	W	Th	F	Sa
			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						
Su	M	Tu	W	Th	F	Sa
						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						

July 2013						
Su	M	Tu	W	Th	F	Sa
	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			

-  School Closed
-  Teacher professional development day
-  DOE holiday, NCSH remains open
-  Student orientation

Attachment 5

BYLAWS THE NEIGHBORHOOD CHARTER SCHOOL OF HARLEM A NEW YORK EDUCATION CORPORATION

ARTICLE I: NAME

The name of the Corporation is THE NEIGHBORHOOD CHARTER SCHOOL OF HARLEM (hereinafter "the Corporation").

ARTICLE II: PURPOSE

The purpose for which the Corporation is organized is to establish and operate a Charter School ("the Charter School") to provide new educational opportunities for K through 8 children in Harlem, including children with autism spectrum disorders.

ARTICLE III: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE IV: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the General Municipal Law, the Corporation's Charter ("the Charter") and these Bylaws. All references in these Bylaws to the Charter shall be construed to mean the Charter as from time to time amended. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

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

- (i) To elect and remove Trustees;
- (ii) To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- (iii) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (iv) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes or promoting the interests of the Corporation;
- (v) To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (vi) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- (vii) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- (viii) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- (ix) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out

of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed fifteen (15). The initial number of Trustees shall be eleven (11).

C. Qualifications of Trustees. The Board may elect any person who has reached the age of 21 years and who in its discretion it believes will serve the Corporation faithfully and effectively. The Board shall establish a written policy concerning the qualifications for election as a trustee.

D. Election of Trustees.

- (i) **Nomination.** The Governance Committee shall present a slate of qualified candidates to the Board at the Annual Meeting.
- (ii) **Election.** The Board shall elect Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Charter School's Authorizer ("the Authorizer")
- (iii) **Term of Office.**
 - a At the first Board Meeting immediately following issuance of the Charter, Trustees will be elected to one, two, and three year terms so as to establish staggered terms. A Trustee's term of office shall end at the conclusion of the third Annual Meeting after the Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than three years. The term of office of a Trustee elected at a Regular or Special Meeting shall end at the conclusion of the third Annual Meeting after the date of election.
 - b Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Trustees then in office. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his/her predecessor in office. The term of office of a Trustee elected to increase the number of trustees shall be as provided in Article IV D. iii (a). The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. If the number of Trustees in office has become less than five (5), the Board must elect additional Trustees until there are at least five (5) before taking action on any other business
 - c A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
 - d A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Charter or the Bylaws or other Board action.
 - e No Trustee shall serve more than two (2) consecutive, three-year terms without at least a one (1) year break between terms.
- (iv) **Time of Elections.** The Board shall elect Trustees at the Annual Meeting or, in the case of a Trustee elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- (v) **Removal of Trustees.** The Board may remove a Trustee for cause by majority vote of the full Board in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law
- (vi) **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- (vii) **Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the number of Trustees within the number authorized.

- (viii) **Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.
- (ix) **Code of Ethics, Conflict of Interest and Confidentiality.** The Board shall establish a Code of Ethics and Conflict of Interest and Confidentiality policies for the Board.
- (x) **Parent Trustee.** The Board shall designate a position on the Board to be filled by a parent or guardian of a child who is a student at the Charter School ("Parent Trustee") The President of the Charter School's Parent Association shall be serve ex-officio as the Parent Trustee unless he or she is unwilling to serve in which case the Parent Trustee shall be nominated by the Governance Committee as provided in Article D (i) and shall hold office only so long as his or her child remains enrolled in the Charter School.

ARTICLE V: PRINCIPAL OFFICE

The Corporation's principal office shall be at the premises of the Charter School or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE VI: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Charter School. A trustee who participates in a meeting by telephone may not be counted for the purposes of determining whether a quorum is present and may not vote. Meetings may be held by video-conference subject to the provisions of the Open Meetings Law.

B. Annual Meeting The Annual Meeting of the Board shall be held in the last quarter of each fiscal year.

C. Regular Meetings. Regular Meetings shall be held monthly.

D. Special Meetings. Special meetings of the Board may be called by the President or by a majority of the Board filing a written request for such a meeting with the President and stating the object, date, and hour therefore or by the President and another Officer on the written request of three Trustees.

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

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar, including the time, date and place of each meeting.

Special Meetings shall be held upon reasonable notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

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

G. Absence. An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board shall create and maintain a written policy regarding Trustee absences from Board Meetings.

H. Open Meetings. The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law. In the event of a conflict between these Bylaws and the Open Meetings law, the Open Meetings Law shall prevail.

ARTICLE VII: ACTION BY THE BOARD

A. Quorum. A majority of the Trustees then in office shall constitute a quorum for the transaction of business at any Annual, Regular or Special Meeting of the Board except where otherwise required by these Bylaws or by statute.

B. Action by the Board. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

C. Committees

- (i) ***Standing Committees.*** There shall be four (4) standing committees: the Executive Committee, the Accountability Committee, the Governance Committee and the Finance Committee
- (ii) ***Membership of Committees.*** The Executive Committee shall be composed of at least five members including the Officers of the Corporation. Persons other than Trustees may be appointed as members of Committees provided that any committee to which the powers of the Trustees are delegated shall consist solely of Trustees; and further provided, that all committees shall have a majority of Trustees and shall be chaired by a Trustee.
- (iii) ***Responsibilities of Committees.*** The responsibilities of the standing committees may include but shall not be limited to the following:
 - a ***Executive Committee:*** to co-ordinate the work of the Board, to prepare the agenda for Board meetings in consultation with the Head of School.
 - b ***Accountability Committee:*** to work with the Head of School to review the Charter School's academic results, to monitor progress towards the academic and other goals set by the Board, to present, with the Head of School, periodic reports informing the entire Board of progress towards these goals, to monitor compliance with IDEA and other legal requirements connected with special education
 - c ***Governance Committee;*** to study the qualifications of candidates for Trustees and present qualified nominees to the Board, to present nominees for Officers to the Board, to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process, to provide ongoing orientation and training to Trustees, to oversee a Trustee evaluation process to ensure optimum Board performance, to monitor the Charter School's compliance with its policies and applicable state and federal law.
 - d ***Finance Committee:*** to develop in conjunction with the Head of School a proposed annual budget for the Board's consideration, to monitor the school's financial standing and make recommendations to the Board on financial matters when required, to ensure that the school is operating under adequate and proper financial controls, to develop in conjunction with the Head of School an annual fund raising plan, to work with the Principal to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate
- (iv) ***Appointment of Committees.*** The Board may create committees for any additional purpose, Members of standing committees shall be appointed by a resolution of a majority of the Trustees then in office. The President of the Board shall appoint members to other committees and designate the chairs of all committees. The members of each committee shall include no fewer than three Trustees. Trustees shall serve as committee members at the pleasure of the President of the Board.
- (v) ***Authority of Committees.*** The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to the election of Trustees, filling vacancies on the Board or any committee which has the authority of the Board, the amendment or

repeal of Bylaws or the adoption of new Bylaws and the appointment of other committees of the Board, or the members of the committees, the amendment or repeal of any resolution of the Board.

- (vi) **Procedures of Committees.** At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are governed by the provisions of these Bylaws and the Open Meetings Law.

D. Standard of Care.

- (i) **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- (ii) **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- (iii) **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
- (iv) **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- (v) **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.
- (vi) **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President, Vice President, a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

- (i) ***President.*** Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.
- (ii) ***Vice President.*** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
- (iii) ***Secretary.*** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
- (iv) ***Treasurer .*** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chair of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

- (i) ***Nomination.*** The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Trustees.
- (ii) ***Election.*** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- (iii) ***Eligibility.*** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- (iv) ***Term of Office.*** Officers shall take office immediately following the close of the meeting at which they are elected. The term of office for an Officer shall be one year, or until a successor assumes office. A Trustee may not serve more than three (3) consecutive terms in the same office.
- (v) ***Removal and Resignation.*** The Board may remove any Officer in accordance with the provisions of the Education law and the Non-Profit Corporations Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the President (or in the case of resignation of the President, to the Vice President) or to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

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

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as permitted under the General Municipal Law and approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation 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.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

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

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Principal or the Treasurer. Such items for amounts of \$5,000.00 or greater, or such other amount as the Board may from time to time determine must be signed by two of these individuals.

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

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or Committee as soon as he or she has knowledge of the conflict. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The Board or Committee to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist and whether the conflict is prohibited under the Code of Ethics or the General Municipal Law. The minutes of the meeting shall reflect the proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board shall adopt formal policies requiring

regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest.

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

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Authorizer.

Attachment 6

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM CODE OF ETHICS FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he

or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer and employee of the school. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. Each trustee, officer and employee will be required to sign a statement annually confirming that he or she has read and understands this Code of Ethics and has read and understands the requirements of the General Municipal Law as set out in the Board Handbook or the Employee Handbook.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 7

Resumes/CVs of Prospective Founding Board Members

Marva Allen
3081 [REDACTED]
New York, NY 10462
[REDACTED]
[REDACTED]

C-Level Management in Operations and Strategy

POSITIONS

Hue-Man Bookstore
Harlem, NY
(CEO & PRESIDENT)

June 2004-Present

- Overall leadership and management of the Hue-man as COO & President
- Implemented turn-around strategy for company & Re-visioning of Strategic direction
- Spearheaded the national strategic alliance between Hue-Man and Hudson Booksellers and Major Media Company
- Day to Day operations of the bookstore
- Involved in seeking funding for growth opportunities.
- Branded Hue-Man as defacto tastemaker for Ethnic- Books
- Appeared on NBC Today Show and NY1 and other Media Outlets as Black Book expert

UNIVERSAL SOLUTIONS INC
Southfield, MI

CO-FOUNDER PRESIDENT & COO

March 1982-May 2003

- Day to Day operations of a large technology organization
- Spearheaded and Project Managed the largest instillation for USI for Ayaya Communications
- Managed major clients such as Kraft Foods, GM, Chrysler, Ford, ADP, State of Wisconsin and Texas among others
- Grew the organization organically to a multi-million dollar organization and major technology player.

RESEARCH ASSISTANT
Ann Arbor, MI

October 1976-March 1978

Upjohn Pharmacology

- Worked with Dr. Keith Black, one of the foremost Neurosurgeons in the world and Dr. Weiler as a research assistant in catecholamine studies. The studies documented the effects oh Phenobarbital on stroke victims.

OTHER

- Surgical Nurse U OF MU Hospital (1975)

- Grant Writer: Wrote the first computer grant for the University of Michigan mathematics department for desktop computer labs. (1981)

EDUCATION

B.S.N in Nursing (1970-74)

SGL, Staffordshire, England U.K.

B.S in Biology (1975-79)

University of Michigan, Ann Arbor, MI

Post Baccalaureate Program (Med-School) (1980)

Wayne State University, Detroit MI

M.S in Health & Business Administration (1980-82)

University of Detroit, Detroit MI

AWARDS

USI Ernst & Young Nomination (Twice)

Crain's 40 under 40

MMBDC Diamond Award

Kodak Excellence Award

IBM Excellence Achievement Award

Top 100 Most influential Women Award

Inc 500 Fast Company Award among others

Recognition in a myriad of Business Magazines and Newspaper

BOOKSTORE

Hurston-Wright Madam C.J. Walker Award

National Urban League Vanguard Award

Riverside Club Business Award

Judge for Essence Literary Award

National Urban League Frederick Douglass Award

BOARD AFFILIATIONS (PAST MEMBER)

U of M CSP Board

Eastern Michigan Hospitality Board

IBM (Great Lakes Regional Board)

(CURRENT MEMBER)

St. Hope Advisory Board (Education in urban communities)

LitWorld Advisory Board (Literacy around the world. Projects in India and Kenya.

Opus 118

Author and speaker and developed Booksetters pilot project for reality show.

Gail Brousal

Brooklyn, NY 11201

gbrou

SUMMARY

Seasoned independent school administrator with unique ability to balance needs of Institution with those of its constituencies—students, staff and families. Innovative educator, with consistent focus on student needs. Extensive experience with all aspects of college preparation/admissions. Creative and resourceful, with flexibility to find workable solutions and programs. Excellent written and verbal communication.

PROFESSIONAL EXPERIENCE

Saint Ann's School, Brooklyn, NY

1973-2009

Head of the High School (1978-2009)

Manage robust/varied high school program for 320 students in grades 9 – 12 at renowned, highly selective college preparatory school.

- Grew high school from fewer than 200 students to more than 300 students, while maintaining “high touch” support for students
- Restructured high school administration model by introduction of dean of 9th grade, while retaining overall responsibility for all students
- Primary responsibility for student adjustment/achievement
- Primary contact/liason for parents and staff
- Advocate for needs of high school on core administration
- Transitioned college counseling from hands-on responsibility of head of HS to college guidance office. Prepare students for college readiness through PSAT/SATs, and support senior application process
- Maintain relationships with college admissions officers; write letters of recommendation for applications and wait listed students
- Develop annual course catalog and manage student enrollment in broad array of electives in humanities, sciences, math, languages, performing, and studio arts—individual meetings with all students to determine appropriate choices
- Hire/supervise faculty in all subject areas and administrative staff
- Review all faculty anecdotal reports for high school students; write comprehensive cover report for all students in selected grades
- Interview large number of applicants for few high school seats/participate in admissions decision
- Teach seminars (high school) and selected language structures classes (middle school)

Assistant to the Headmaster (1974-1978)

Administrative support for headmaster during period of rapid growth.

- Managed calendar, telephone and correspondence with faculty, students and parent body for the Headmaster

Administrative Assistant (1973-1974)

Administrative support for Assistant Headmaster.

Leadership Preparatory Charter Schools (LPCS), Brooklyn, NY

2004-present

Founding Board Member (June 2004- present)

- Planned for opening of a K-5 charter school
- Completed application process to gain SUNY charter for original LPCS (Bedford-Stuyvesant) in 2005
- Completed application process for SUNY charter for additional LPCS sites
- Chair, Program Committee for LPCS-Bedford-Stuyvesant
- Oversee academic progress of students, study assessment results, consult with Co-Heads of School
- Coordinate with other committees re: fundraising, facilities and long-range planning

Borough of Manhattan Community College, New York, NY

- taught basic English in Adult Literacy Program
- designed and developed curricula for classes with broad range of experience and proficiency with English

EDUCATION

St. Francis College, Brooklyn, NY
BA

New York University, New York, NY
MPA

New School University, New York, NY
Certificate in Teaching Adult Literacy

ADDITIONAL ACTIVITIES

- Office manager for congressional race of Peter Eikenberry (1968)
- Volunteer coordinator for Brooklyn office for Albert Blumenthal's mayoral race (1973)
- Co-campaign manager for Carol Bellamy's race for NYS Senate (1974, 1976)
- Fundraising Chair and Treasurer for Martin Connor's race for NYS Senate (1978)
- Volunteer mentor, STEP Program at NYU (Fall, 2009)

Erik L. Dowling

New York, NY 10128 • Erik.Dowling@csll.com

CAPITAL MARKETS - ACQUISITIONS - DEVELOPMENT - ASSET MANAGEMENT

Senior Real Estate Industry Professional with proven ability to increase value through property acquisition, management and disposition, and project development; Skilled in identifying new investment opportunities and undervalued properties and executing investment strategies; Extensive experience in all facets of property, joint venture and structured financing negotiations.

EXPERIENCE

STRATEGIC CAPITAL SOLUTIONS, LLC, New York, NY

8/09 - Present

Vice President – Senior Originator of debt and equity bridge financing transactions as well as opportunities for direct investment in distressed assets and notes. With offices in New York, Los Angeles and London, Strategic Capital Solutions (SCS) targets investments ranging from \$5 million - \$70 million dollars, and seeks internal rates of return ranging from the mid teens to mid twenties. Geographically, SCS invests in North America, Mexico, the Caribbean and Western Europe.

THE WOODLARK COMPANIES, White Plains, NY

04/09- 8/09

Vice President – Responsible for managing a portfolio of 4,000 multi-family units across 11 states heavily weighted in off-campus student housing; Involved with sourcing new investments from both outside investors and the company's existing investor base in order to make new acquisitions which capitalized on market volatility. Woodlark primarily targeted student housing, but also looked at traditional multi-family or mixed (student/non-student) properties. The acquisition strategy sought out distressed owners, as well as troubled mortgages on such properties.

HOLLIDAY FENOGLIO FOWLER, L.P., New York, NY

01/08-10/08

Director – One of seven producers working in the debt placement group in one of the largest and most successful commercial real estate capital intermediaries in the country. Responsible for managing existing client relationships, sourcing new business and working in collaboration with the investment sales team while also managing a pool of analysts. Focus ranged across all property types and geographic locations with a primary concentration in the New York tri-state area.

ANTARES INVESTMENT PARTNERS, Stamford, CT

12/04-12/07

Vice President – Head of Capital Markets Group and senior level acquisitions professional for a private real estate development company; Responsible for identifying and underwriting new property acquisitions as well as sourcing, structuring and closing the financing for all new acquisitions and recapitalizations. Also involved with oversight of the asset management group, providing operations monitoring; Second ranked employee reporting directly to the co-founder / managing partner. Since joining the company, was involved in the purchase / financing of nearly \$2 billion of real estate with a concentration in multifamily, value-added office and mixed use construction.

NATIONAL AUSTRALIA BANK, New York, NY**5/03-12/04**

Loan Officer, Real Estate Finance Group – Debt originator responsible for sourcing, structuring and closing new deals and managing existing client relationships. Completed credit underwriting for unsecured facilities, and facilities secured by assets in the retail, office and industrial property sectors; generated loan approval submissions for presentation to loan committee. Worked directly with borrowers, lender counsel and syndicate banks on loan documentation and closings. Successfully completed the bank's, 6-month, formal credit training program.

WELLS FARGO BANK, New York, NY**3/01 – 5/03**

Associate, Real Estate Group - Completed credit underwriting for loans on retail, office, multifamily, hotel and industrial properties; Conducted market research and analysis for presentation to loan officers and senior management; Created loan approval packages for presentation to credit committee; Reviewed new loan packages and created summary reports for loan officers and senior management; Prepared quarterly status reports on outstanding loans. Graduated from the bank's RMDP (the Relationship Manager Development Program); an intensive 2-year formal credit training program.

DONALDSON, LUFKIN AND JENRETTE, New York, NY**6/99- 12/00**

Analyst, Fixed Income Group (CMBS) - Worked on the Commercial Mortgage Backed Securities secondary trading desk in the B-piece/subordinate securities sector; Coordinated and assisted in the evaluation of credit performance and bond structural and payment profiles for pricing purposes; Developed a familiarity of the demand and supply dynamics of the B-piece market and their impact on pricing; Summer Intern June - August 1999; Managed and maintained the transition of a DOS based trading system into a Windows based trading system; Developed a working knowledge of the technology used in mortgage backed securities structuring and pricing mechanics.

EDUCATION**NEW YORK UNIVERSITY, New York, NY**

Master of Science Degree, Real Estate Finance, 2009 – 3.9 GPA

UNIVERSITY OF MASSACHUSETTS, Amherst, MA

Bachelor of Science Degree, Finance, 2000 – Cum Laude

CREDIT TRAINING

- Wells Fargo - Graduated from formal credit training program in 2003 known as The Relationship Manager Development Program (RMDP)
- National Australia Bank - Graduated from formal credit training program in 2004

ADDITIONAL

- Computer Skills: ARGUS, Microsoft Excel, PowerPoint, Bloomberg, Microsoft Word
- Adjunct Professor at the School of Continuing and Professional Studies New York University
- Young Real Estate Professionals of New York – President & Co-Founder
Co-founder and President of the New York chapter of The Young Real Estate Professionals, a national real estate networking group serving approximately 4,500 members in the NYC metropolitan area. www.yrepny.org.

DEREK D. FLEMING

New York, NY 60201

EDUCATION

2007-2009

**KELLOGG SCHOOL OF MANAGEMENT
NORTHWESTERN UNIVERSITY**

Evanston, IL

Master of Business Administration degree June 2009

- Majors Entrepreneurship, Finance, Real Estate Management & Strategy
- Awarded Kellogg School of Management Dean's Award of Distinction
- **Indian School of Business**, Winter '09 Exchange Program
India

Hyderabad,

1990-1995

UNIVERSITY OF CALIFORNIA AT BERKELEY

Berkeley, CA

Bachelor of Arts, Political Economy of Industrial Societies, emphasis International Business

- **Yonsei University Scholarship**, Finance & Korean coursework

Seoul, Korea

EXPERIENCE

11/09-Present
York, NY

MARCUS SAMUELSSON GROUP

New

Director Business Development

- Develop new strategies for revenue generating initiatives including corporate partnerships and product origination/development
- Negotiate real estate transactions for new restaurant operations
- Brand development of multifaceted hospitality group and celebrity chef driven enterprise

Summer 2008

CHEROKEE INVESTMENT PARTNERS

Raleigh, NC

Private Equity Associate, Acquisitions/Asset Management

- Generated pro-forma financial models and evaluated over \$40MM worth of private equity contributions and mezzanine debt investments for mixed-use development opportunities
- Produced market study for LEED development project by researching and analyzing public resources as well as residential and commercial demographic trends
- Synthesized and presented investment proposals for national target markets to senior managers

1999-2007

EMPIRE STATE DEVELOPMENT CORPORATION

New York, NY

Manager, New York Empowerment Zone/Market Development Real Estate Team (2003-2007)

- Structured finance packages to include a variety of federal, state and municipal tax credits, which helped secure over \$40 MM in private investments
- Managed \$60MM public lending portfolio that contributed funds for real estate and business development transactions via public/private investment partnerships
- Analyzed over 70 business plans & conducted feasibility analysis on manufacturing and retail businesses and, which led to 30% increased lending flow over 5 years
- Presented funding recommendations to senior management which resulted in 95% project funding approval and created over 1,400 jobs throughout tenure
- Directed the public funding allocation for an \$18MM mixed-use project, including an 80 room, Staybridge Suites hotel, convention space and new parklands, which created 64 new jobs

Project Manager (1999-2003)

New York, NY

- Conducted credit analysis due diligence on 35 businesses and implemented a \$10MM commercial lending and grant making facility to fund cap-expenditures and working capital for approved recipients
- Evaluated and advised alternative fundraising and marketing strategies of small businesses and non-profits, which led to an 85% renewal of grant applicant pool
- Structured grant packages for not-for-profit institutions to support on-going operations which led to a 20% increase in client initiated transactions

1995-1999

SAN FRANCISCO REDEVELOPMENT AGENCY

San Francisco, CA

Project Associate, Mission Bay

- Directed cross-functional team of governmental, legal, consulting, architectural and community groups in the successful redevelopment of a 303 acre underdeveloped, blighted site
- Researched and Co-authored affordable housing and open space guidelines for Redevelopment Plan
- Co-authored *Mission Bay Existing Conditions Report*, and presented findings to senior management, which led to Board approval of Mission Bay Redevelopment Plan
- Modeled cash flow models using tax-increment projections for retail & mixed-use developments

**ADDITIONAL
INFORMATION**

Vice President, Board of Directors, Complexions Contemporary Ballet Company, New York
Beginner in Korean, Portuguese and Spanish languages
Traveled in Africa, Asia, Europe, India, Middle East & South America for educational/professional purposes

Angela Bronner Helm

114 W. [REDACTED]
New York, New York 10030

EXPERIENCE

UPTOWN MEDIA GROUP

Managing Editor, Uptown Magazine

New York, NY

(September 2010 - present)

- Responsible for overall editorial processes at Uptown magazine including assigning, editing, top editing and making sure the magazine goes to the printer on time each month.
- Management of fact checking staff, copy editing staff and regional editors; also responsible for paying freelancers and off-site editorial staff.

AOL, LLC

Managing Editor, Black Voices.com

New York, NY

(March 2010 – September 2010)

- Responsible for overall editorial processes for Black Voices including management of editorial staff, management of copy editor, contract payments to freelancers and monthly editorial calendar.
- Liaison to editorial team for all Black Voices sales and project manager for sponsorship deals including the 2010 Essence Music Festival and 2010 BET Awards.

Senior Editor, Life & Style, Black Voices.com

(July 2007-present)

- Responsible for all lifestyle blogs: Hair, Style, Beauty, Wellness, Books and Love, one of Black Voices' highest performers for unique visitors and page views.
- Edit and write original content including celebrity interviews, photo galleries, blog posts and reported stories on lifestyle topics including health, beauty, style, love, travel and hair.

Editor, BlackVoices.com

(Oct. 2005 – July 2007)

- Generate stories, write features and built photo galleries across all areas of BV (lifestyle, news, entertainment) including a three-part series on "Sexuality and the Black Church."

Editor, CityGuide

(May 2004-Oct. 2005)

- Responsible for Philadelphia CityGuide, a website of the city's best restaurants, clubs and events. Edited text, uploaded photos, programmed pages, managed budget and freelancers.

AMNEWYORK - Editor

New York, NY (June 2003-May 2004)

- Edited content for print newspaper with daily circulation of over 1,000,000.

FREELANCE - Writer/Editor

New York, NY (May 2000-Sept. 2003)

- Published in *The Village Voice, Vibe, Travelocity, Heart and Soul, The Source, Vibe and BET.com.*
- Served as journalism teacher and mentor for young adults in Bedford-Stuyvesant, Brooklyn.

WOMANHOOD.COM - Editor/Producer

New York, NY (Jan. 2000-May 2000)

- Created, wrote, assigned, edited content for site for young, urban women, 18-34.
- Recruited and hired associate editor; produced online video series on an urban mom-to-be.

HONEY MAGAZINE - Founding Editor

New York, NY (Oct. 1998-Jan. 2000)

- Assigned, edited and wrote copy (headlines, desk, captions, etc.) for women's lifestyle magazine.
- Edited front-of-the-book news section, entertainment section (music, TV, movies) and features.

THE VILLAGE VOICE - Writing Fellow

New York, NY (March 1997-Sept. 1998)

- Provided research assistance to staff writers and reporters at award-winning news weekly.
- Researched and published article on public transportation in NY and wrote on live music shows.

THE SOURCE MAGAZINE - Editorial Assistant

New York, NY (May 1995-Feb. 1996)

- Wrote and edited content in magazine for hip-hop music and culture.

EDUCATION

New York University, New York, NY

- Received M.A. in journalism (1998); Cultural Reporting & Criticism concentration

Amherst College, Amherst, MA

- B.A. in Women's and Gender Studies (1994); semester at Howard University, *Washington, D.C.*

References Available Upon Request

Everardo Agosto Jefferson, AIA

Career Highlights

- City of New York MWBE of the Year
- Emerging Voice of the Architectural League
- AIA National Honor Award for Architecture
- Multiple design award citations from the National Organization of Minority Architects
- Art Commission of City of New York, Award for Excellence in Design
- Multiple Year Invited Participant in New York Open House
- Multiple design award citations from the AIA New York Chapter
- Alcoa Aluminum Innovations in Packaging Award, First Place
- First Prize Award for Excellence in Design, Queens Chamber of Commerce
- Cultural Project of the Year, *New York Construction*
- Work featured in exhibits at Center for Architecture, Architectural League, Van Alen Institute, American Museum of Natural History, AIR Gallery

Education

- Yale University, Master of Architecture
- Pratt Institute, Bachelor of Industrial Design

Registration

- Registered Architect in NY & CT
- NCARB

Professional Activities

- Family Justice (national nonprofit dedicated to promoting family focused methods in community justice supervision), Board Member, 2001-2009
- *Exhibition Designer*: "City of Culture: New Architecture for the Arts." Center for Architecture, AIA New York Chapter, 2006
- AIA National Awards, Juror, 2005
- NY Foundation for the Arts, Panelist, 2004
- AIA-NY, Oculus Committee, Chair, 2000-02
- AIA-NY, Chapter Board, Director, 1999-00
- AIA-NY, Minority Resources Committee Chair, 1997-99

- Summit School Advisory Board, 2008-2009
- New Haven Hill Halfway House, Board Member, 1979-81
- Syracuse University, School of Architecture, Visiting Professor, 2003
- NJIT, School of Architecture, Adjunct Professor, 1984-92
- Columbia University, School of Architecture, Adjunct Professor, 1985-86
- *Juror:* NJIT, NYIT, CCNY, Pratt Institute, U of PA, Rensselaer IT, Syracuse University, University of Maryland
- *Lecturer:* Savannah College, Montana State University, Kansas State University, Yale, MIT, CCNY, Tuskegee University, Oxford Brookes University, Portland AIA, Tulsa AIA, New York Chapter AIA
- *Exhibitor:* NY Museum of Natural History, National AIA, Architectural League, AIA Center for Architecture, Van Alen Institute

Select Publications

- “The New Mix: Culturally Dynamic Architecture,” AD, Co-editor, September 2005
- *Perspecta* 13/14: The Yale Architectural Journal, Managing Editor
- *Profiled:* Architectural Record, AD, Architecture, Architect’s Newspaper, NY Construction News, Competitions, ArchNewsNow, NY Times, Oculus, Editors Guild Magazine, Canadian Architect, Chicago Tribune, Architectural Week, AIA Architect, Network Journal, Building Design & Construction, Contract Design, NYC Housing Authority 2006 Capital Report, NY: Guide to Recent Architecture (S. Sirefman, 2000,) New York 2000 (Robert A.M. Stern, David Fishman and Jacob Tilove, 2006,) 101 Cool Buildings, the best of New York City (Richard McMillan, 2009,) AIA Guide to New York City (Norval White, Elliot Willensky, Fran Leadon, 2010)

SHARON E. JOSEPH

[REDACTED]
New York, New York 10027
[REDACTED]
[REDACTED]

EXPERIENCE:

- 2009- Present **MERRILL LYNCH** New York, NY
Wealth Management Advisor
- Member of an one billion dollar investment team
 - Devise and execute business development strategies to attract and acquire new clients
 - Develop investment strategies to meet short and long term financial objectives
 - Create, implement, and continually review strategies to help clients achieve their goals
- 2002- 2009 **HARLEM LANES** New York, NY
Partner, Co-Founder
- Raised \$5million through institutional and private individuals to build company
 - Oversaw the investment of company funds, P&L and risk management
 - Implemented a myriad of initiatives to provide infrastructure and client focus
 - Designed and marketed firm's product and services. Created the vision and culture of firm
 - Executed capital raising strategies to support firms expansion
 - Responsible for investor relations
 - Managed daily operations & training of 45 employees
 - Created companies marketing and PR campaign
 - Served as community liaison for economic development to Clinton Foundation and Community Board
- 2000- 2002 **AMERICAN EXPRESS** New York, NY
Director, Strategic Planning Group
- Led team, developed market growth strategies for financial service sales force
 - Analyzed and recommended \$25m in new business opportunities for brokerage and card business
 - Identified and managed expenses associated with existing product offerings
 - Prepared and presented business unit strategy plans to senior executives and business leaders
- 1999 – 2000 **DONALDSON, LUFKIN & JENRETTE** New York, NY
Associate, Private Client Group
- Marketed and sold investment products to high-net worth individuals, institutions, pension funds, and family offices. Provided daily research calls to clients
 - Solicited and managed \$30 million in assets. Cultivated and managed client relationships
- 1997 – 1999 **BOOZ •ALLEN & HAMILTON, INC.** Hong Kong, New York
Associate, Financial and Health Services Group
- Market Growth Strategies:
- Developed and implemented revenue and cost cutting opportunities for the Private Banking business
 - Identified growth opportunities for asset management companies to increase cross-selling through segment focused marketing and diversification of products
- Summer 1996 **GOLDMAN, SACHS & CO.** New York, NY
MBA Summer Associate. Equity Program
- 1992 – 1995 **BANKERS TRUST COMPANY** New York, NY
Assistant Treasurer, Global Asset Management (London & NY)

EDUCATION

- 1995 – 1997 **COLUMBIA BUSINESS SCHOOL, MBA** New York, NY
1988 – 1992 **TUFTS UNIVERSITY, BA** Medford, MA
1991 **UNIVERSITY OF MADRID** Madrid, Spain

INTEREST

Board Member: Tufts Alumni Council, Junior Achievement New York & Community Board 10

Joshua J. Klaris

Brooklyn, New York, 11201

EXPERIENCE

- 2007 – 2011 **DREAM Charter School, Executive Director and Founder** New York, New York
* Visionary and author of K-8 Charter application to NYS Education Department
* Instituted an inclusive, collaborative, school in East Harlem establishing a culture of care, respect, and effort, showing significant gains in student achievement
* Maintained a 95% family satisfaction rate and 92% retention rate
- 2002 – 2007 **P.S. 183M/ Robert Louis Stevenson School, Principal** New York, New York
* Led a staff of 65 in a K-5 district public school with a uniquely diverse student body of 600, which spoke 43 languages
* Transformed a good district public school into a great one receiving an 'A' on the 2007 NYCDOE Progress Report for high performance and progress made by all students, in particular for students with identified disabilities
- 2000 – 2002 **P.S. 158M/ Bayard Taylor School, Assistant Principal** New York, New York
* Facilitated staff development workshops and assessment driven instructional planning in all curriculum areas including Reading and Writing Workshop, Balanced Literacy, and constructivist mathematics
- 1999 – 2001 **Harlem RBI/ REAL Kids, Founding Director** New York, New York
* Created and directed a summer enrichment program to foster literacy, inquiry based learning, critical thinking, health promotion, artistic expression, and teamwork.
- 1999 – 2000 **P.S. 65X/ Mother Hale Academy, Assistant Principal** The Bronx, New York
* Succeeded in turning-around a school which had been designated as one of the twelve lowest performing schools in NYC and assigned to the *Chancellor's District*
- 1994 - 1999 **P.S. 124M/ Yung Wing Elementary School, Teacher** New York, New York
* Taught fifth and sixth grade general education/ self-contained ESL class in Chinatown and developed computer lab specializing in promoting English language acquisition
- Summer 1993 **Summer of Service, Teach for America, Team Leader** New York, New York
* Selected to participate in a symposium with President Clinton at the National Conference on National and Community service.
- 1991 - 1993 **J.S. Aucoin Elementary School, Kindergarten Teacher** Amelia, Louisiana
* Teach for America Corps member

EDUCATION

- 1997 - 1999 **New York University** New York, New York
Master of Arts: Educational Administration and Supervision
- 1993 - 1994 **Teachers College, Columbia University** New York, New York
Master of Arts: Teaching English to Students of Other Languages
- 1986 - 1990 **Tufts University** Medford, Massachusetts
Bachelor of Arts: American History and Certificate: Peace and Justice Studies

Ruth P. Meyler

rmeyler@earthlink.net

101 West 81st Street, Apt. 316
New York, NY 10024

Telephone: (212) 579 4524
Cell: (415) 515 4484

PROFESSIONAL EXPERIENCE IN EDUCATION

Gateway Charter High School - San Francisco, CA. 2002 -2004

ACCREDITATION COORDINATOR (2003 – 2004)

- Responsible for all aspects of Gateway's successful re-accreditation by the Western Association of Schools and Colleges

CHIEF OF STAFF (2002 – 2003)

- Successfully managed the transition to a new administrative structure.
- Created and began implementation of a new mentoring and support system for teachers.
- Oversaw the development of a new student database.
- Supervised the deans of faculty, curriculum and student life.

Summerbridge National - San Francisco, CA

2000-2001

DIRECTOR OF PROGRAMS

- Created a system for evaluating affiliated programs
- Re-organized a failing program in Hong Kong
- Developed new professional development resources for affiliated program directors, including annual conferences.
- Supervised three program officers.

VOLUNTEER EXPERIENCE IN EDUCATION

St Hope Leadership Academy – Harlem, New York

2008 –date

- Member, Board of Trustees
- Board Secretary

Leadership Prep Charter School – Brooklyn, New York

2004 - date

- Member, founding Board of Trustees
- Board Secretary
- Chair, Governance Committee
- Chair, Evaluation Committee

Gateway Charter High School - San Francisco, CA

1999 - 2004

- Tutor (1999)
- Member, Board of Trustees (1999 – 2002 and 2003 – 2004)
- Chair, Strategic Planning Committee (2000 – 2001)
- Chair, Principal Search Committee (2001 – 2002)
- Chair, Learning Center Task Force (2002 – 2003)

Francisco Middle School - San Francisco, CA

1996 -1998

- Tutor and classroom assistant

OTHER PROFESSIONAL EXPERIENCE

Levi Strauss & Co - San Francisco, CA

1980 - 1999

CHIEF INTELLECTUAL PROPERTY COUNSEL (1994 –1999)

- Advocated for, planned, created and lead a new team within the Legal Department dedicated to improving the protection of the company's trademarks, valued at \$13 billion.
- Created a new strategic framework for civil litigation, resulting in numerous favorable rulings in Europe and Asia.
- Developed a successful global strategy for reducing counterfeiting including cooperation with other trademark owners, working with law enforcement officials and pressing for improved trademark protection at the governmental level.
- Oversaw the development and implementation of a new trademark infringement database, making it possible to track infringement and counterfeiting internationally and take action in favorable jurisdictions.
- Managed in-house teams of lawyers and paraprofessionals in San Francisco, Brussels and Singapore and worked with outside counsel in more than 40 countries.

CHIEF INTERNATIONAL COUNSEL (1987 – 1994)

- Responsible for the legal work for all of the company's international affiliates.
- Implemented new antitrust compliance programs in Australia and Japan.
- Worked with outside counsel to set up new affiliates or licensees in Hungary, South Korea, Indonesia and Argentina.
- Worked as part of a multi-disciplinary team planning joint ventures in India and China.

ASSISTANT GENERAL COUNSEL (1981 – 1987) (half-time position)

- Responsible for a variety of US based legal work including all of the legal work associated with the company's sponsorship of the 1984 Olympic Games.

CHIEF EUROPEAN COUNSEL (1980 – 1981)

- Worked with outside counsel to design and implement a new program to ensure that the company was in compliance with the developing antitrust law of the European Community.

Itel Corporation - San Francisco, CA
SENIOR COUNSEL

1977 - 1980

Baker & McKenzie - London, England
ASSOCIATE LITIGATION COUNSEL

1974 – 1977

EDUCATION AND PROFESSIONAL AFFILIATIONS

B.A. (Honors) Modern History, University of Oxford
Solicitors' Qualifying Examination (with Distinction) College of Law, London
Solicitor of the Supreme Court of England and Wales (inactive status)
Member of the California Bar (inactive status)

ANDREW POPPER

[REDACTED]
New York, NY 10025

SELF EMPLOYED New York, NY

2010-present

- Producer/Curator, print and digital media.
- Project Manager, historical and photo archives.
- Financial/Workflow manager, international estate recovery.
- Household manager, special needs and eldercare.

BUSINESS WEEK, New York, NY

1996-2009

Senior Photo Editor, 2005-2009
Associate Photo Editor, 1996-2004

USNEWS & WORLD REPORT, Washington, DC

1990-1996

Photo Editor, 1991-1996
Staff Photographer, 1990-1991

SELF EMPLOYED, New York, NY

1978-1990

- Magazine photographer for Time, Newsweek, Business Week, Forbes and Fortune; ARTNews and Sports Illustrated.
- Daily newspaper photographer for New York Times, Daily News, NY Post
- Reporter/Writer for Photo District News, Travel Weekly
- Annual report photographer for Volvo, Ampad, Lionel Corp.

EDUCATION & OTHER EXPERIENCE

BA cum laude, Yale University

Intern, New York City Planning Commission

Producer, Eddie Adams Workshop

Memberships:

White House News Photographers Association
National Press Photographers Association
Society of Publication Designers

Photo Competition Judge: Visa Pour l'Image

Boards of Directors:

Neighborhood Charter School of Harlem
49-96 Tenants Corp.

Volunteer: Summit School Transition Team

Adam Rashid

[REDACTED]
New York, NY 10010

Education

Swarthmore College, Swarthmore PA
B.S. in Engineering, B.A. in Economics

1994-1999

Employment

Analyst, Eminence Capital

1999-present

Eminence is an equity long/short hedge fund with \$3.5 B currently under management. Responsible for identify and evaluating investment opportunities, and making recommendations to portfolio managers. Our research process involves detailed financial modeling of historical results and future projections; and deep qualitative understanding of how businesses work, which factors drive value creation, identifying “sweet spots” in the business. We also perform a high level of due diligence – speaking to company managements, competitors, customers, suppliers, consultants.

Examples of research process and outcomes:

Oracle Corporation (long): our research led us to focus on the maintenance business – we believed that its profitability and steadiness were undervalued by other investors, who focused more on the smaller, more volatile license business. We also believed that ORCL’s acquisition strategy was going to be successful – we confirmed this by talking to multiple contacts: customers, system integrators, other software companies. ORCL successfully integrated its acquisitions to become a strategic vendor; and its margins expanded as the maintenance business grew – both factors lead to earnings growth and multiple expansion.

Genentech, Inc. (long): we believed that the research pipeline was undervalued by other investors, as the company had multiple clinical trials for its products in additional indications. The stock price had been depressed as revenue growth had slowed, but took a longer-term view and believed that growth had the potential to re-accelerate if the trials were successful. We analyzed various scenarios for revenue and earnings, given the outcome of the different clinical trials, and the base business. We also spoke to physicians to assess the likelihood of success, and what the market potential for the products was. The company was subsequently acquired by Roche.

Cancer pathology lab company (short): we noticed that the cash flow was weak, due to an increase in accounts receivable. Further investigation highlighted the fact that the company was billing uninsured patients – while it recognized the revenue and earnings, it never collected the cash, as these patients did not pay. While other investors were focused on reported earnings, we monitored the cash flow, which continued to deteriorate. The company eventually filed for bankruptcy.

Activities

Volunteer – Big Brothers Big Sisters

May 2008-present

Mentor to a 15-year old child who lives in the Bronx. Biweekly activities such as baseball games, museums, movies, bowling, golf. Also provide guidance regarding school, decision-making, and life in general.

Member of the Golf Committee, Hudson National Golf Club
Avid golf player.

September 2009-present

Additional hobbies: playing the piano, studying and listening to jazz music, exercising.

Patricia Soussloff

[REDACTED]
New York, NY 10021

[REDACTED]
Cell: (917) 233-2222

PROFESSIONAL LEGAL EXPERIENCE

Sullivan & Cromwell, New York

- Corporate Law Associate, October 1985 to June 1986

Shearman & Sterling, Los Angeles

- Corporate Law Associate, June 1986 to May 1988

Shearman & Sterling, New York

- Corporate Law Associate, May 1988 to December 1989

Partnership for Children's Rights, a not-for-profit law firm aimed at helping disadvantaged children get access to special education services and social security disability benefits, New York

- Volunteer Special Education Lawyer, September 2008 to August 2010

OTHER EXPERIENCE IN EDUCATION

Partnership with Children, a not-for-profit organization that provides social and emotional support to at-risk children in New York City public schools

- President of the Board of Directors, June 2010 to present
- Vice President of the Board of Directors and Chairman of the Development Committee, 2002 to June 2010

Parents' Association, The Brearley School

- Editor, *News from Brearley*, 2006-07 and 2007-08
- Co-chair for Brearley's 125th Anniversary Celebration to be held May, 2010

EDUCATION and BAR ADMISSION

College of William & Mary

- B.A. Government 1982, Magna Cum Laude, Phi Beta Kappa

Hastings College of Law

- J.D. 1985, Law Review, Order of the Coif

Admitted to New York Bar in 1985

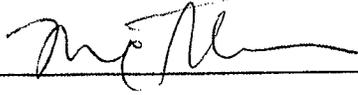
Attachment 8

Statement of Assurances for Each Board Member Applicant

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.

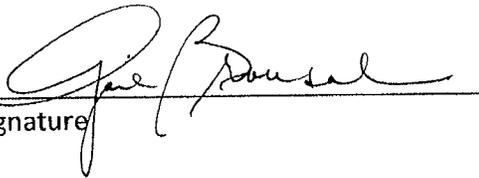
I, Marva Allen, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon 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.

 3/11/21
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, Gail Brousal, (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

March 7, 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, Sharon Joseph, (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.

Sharon Joseph 3-7-11
Signature Date

Attachment 9

Requests for Information from Prospective Charter School Board Members

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

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

Name: Ms. Marva Allen

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], New York, NY 10462

Personal E-Mail/Fax: [REDACTED]

Business Address: Hue Man Bookstore and Café, 2319 Frederick Douglass Blvd. New York, NY 10027

Business E-Mail/Fax: 212-665-1071 info@hueman-bookstore.com

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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 served on the board of St. Hope Academy Charter School in Harlem (I am now on the Advisory Board), along with Ruth Meyler, the lead-applicant for NCSH. Ruth explained her idea for the school to me and asked me to join the founding board.
5. Please explain why you wish to serve on the board. As the owner of a bookstore in Harlem, I am passionate about the importance of literacy and a good education. NCSH will provide an important educational option to families in our community, first by providing a rigorous education to all its students and secondly, by offering a unique program for autistic children who are capable of academic work but need support from teachers who are specifically trained to address their social and learning challenges. These children have often been lost in the educational system because of a lack of programs that simultaneously address their needs and challenge them academically. For that reason I am excited about the mission of NCSH. Giving back to the Harlem community is also very important to me and serving on the board of NCSH is a great way to do so.
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 was a founding trustee of St. Hope Leadership Academy Charter School in Harlem and am a trustee of LitWorld, a not-for-profit organization that develops literacy skills in children worldwide.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances

surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

company or charter management organization.

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I understand that the Code of Ethics proscribes self dealing without the knowledge and approval of the Board. If I thought a fellow board member was self dealing I would bring the matter to their attention and ask them to disclose their business arrangements to the board. If they did not do so in a timely manner, I would raise the matter with the board myself.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. To provide a rigorous, comprehensive K-8 academic program that cultivates the intellectual, social and emotional development of its students, including high functioning children on the autism spectrum. NCSH students will be prepared to succeed in college preparatory high schools and will have the social and emotional skills they need to lead successful lives.
18. Please explain your understanding of the educational program of the charter school. NCSH will balance skills based instruction with curricula and strategies that encourage students to be independent learners and critical thinkers. The school will devote extended time to literacy skills and math and will also provide content rich science, social studies, music and art curricula. Frequent assessments of the students will allow the school to remediate and modify instruction to assure that all students become proficient in the core academic subjects. The school will have a culture of order, excellence and constant improvement. In addition, NCSH will offer an inclusion program, unique among NYC charter schools, for high functioning children on the autism spectrum that is designed to address the social, emotional, behavioral and sensory issues that autistic children struggle with.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The characteristics of a successful charter school include a strong school culture of high expectations for all students (college graduation is the goal) and an orderly environment; an emphasis on literacy and math skills; and the frequent use of assessment data to drive instruction and bring students to mastery of subject matter. Sound operations and financial practices are also critical to a school's success. For this school to be successful the board needs to hire a strong leadership team, set goals with the Head of School, verify performance and allocate sufficient resources to achieve the school's mission.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. The role of the board is governance and policy. The board must verify that academic goals are being met, that sound operational and fiscal practices are followed and that the school complies with applicable laws. Board members should be sufficiently informed about the foregoing to exercise their duty of oversight by attending meetings and participating on committees. Board members should always act only in the interest of the school and avoid conflicts of interest.

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

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

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

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

Name: Gail Brousal

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Brooklyn, NY 11201

Personal E-Mail/Fax: [REDACTED]

Business Address: as above

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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 learned of Neighborhood Charter School of Harlem because of my acquaintance with founder Ruth Meyler with whom I served on the Leadership Preparatory Charter Schools in Brooklyn.
5. Please explain why you wish to serve on the board. I believe that all children in NYC deserve an appropriate, nurturing and exciting education. NCSH's inclusive model will offer a program that engages students who are on the ASD spectrum, those learning English for the first time as they enter school and all students in the neighborhood.
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 currently the chair of the program committee for Leadership Preparatory Charter School in Bedford-Stuyvesant and in Brownsville.
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:
As stated above, my interest in NCSH was inspired by knowing founder Ruth Meyler.
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. Our Code of Ethics sets forth provisions against self-dealing without the Board's knowledge and approval. If I thought a fellow trustee was self-dealing, I would ask him/her to bring it to the entire Board's attention, and if that suggestion was not followed, I would bring the situation to the Board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. NCSH will serve a broad range of students in Central Harlem, with a special inclusion program for children identified as functioning on the high end of the autism spectrum. Ours will be a school with rigorous academic standards that meets each child where they are and provides what it takes to allow them to excel. We will also nurture and celebrate the social and emotional growth of all our children. Assessment and reflection will guide our teachers.
18. Please explain your understanding of the educational program of the charter school. The educational program of the school will serve all of its children. 120 minutes every day will be devoted to the teaching of reading and writing. Math instruction will focus on conceptual understanding as well as building skills and will connect mathematics to a wider "real world" context. Social studies, science, music and art will be rich in content giving students a broad and strong foundation in subject area and cultural knowledge, and an appreciation of their own creativity and various talents. Technology will be used to support learning throughout the curriculum. A school-wide social and emotional learning curriculum will help all students learn self-management, relationship skills and responsible decision

making. Our program for ASD students will be modeled on the ASD Nest program that operates in a number of DOE schools and is a fully inclusive program with teachers trained in autism specific to allow ASD students to thrive in a regular classroom setting.

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. It is our undertaking to educate our children so that they can succeed in college preparatory high schools after their time at NSCH. As a Board it is our obligation to hire a School Head, oversee the academic program, allocate resources to fulfill the mission of the school and make sure that the school is fiscally sound and physically safe.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. As a member of the Board I hold myself responsible to support the school in its mission to educate our students so that they can win acceptance and succeed in college preparatory high schools. Each of us will participate in the selection and evaluation of the School Head, oversight of the school's of the schools academic and non-academic programs, and further we will comply with fiduciary and legal requirements, engage in long range planning and vigilant financial oversight.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand them.
22. Please provide any other information that you feel is pertinent to the Department's review.

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

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

Name: Erik Dowling

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] New York, NY 10128

Personal E-Mail/Fax: [REDACTED]

Business Address:

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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. *A friend of mine from school referred me to the one of the board members, knowing that they were seeking someone with a real estate background.*
5. Please explain why you wish to serve on the board. *As a parent and conscientious member of my community I feel that participating on this board is way to contribute to the growth and enhancement of my city, as well as a way to serve the needs of the prospective students. Additionally, my position on this board provides me with an opportunity to put my knowledge and skills to use for a good cause benefiting others besides only serving myself.*
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): *Please refer to the attached resume.*
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. *Our Code of Ethics requires a member of the Board of Trustees to publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has on any matter before. I would remind the board member of his or her responsibility under this provision. If the member did not make full disclosure I would notify the Board President and request that the Board investigate the matter and take appropriate action.*

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. *The school's mission is to provide Harlem children with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our school is an inclusive community that serves high functioning children on the autism spectrum along with their neighborhood peers. Our students will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential. The school will serve a broad range of students from Harlem, including English Language Learners and students with disabilities as well as students who are progressing typically and gifted students.*

18. Please explain your understanding of the educational program of the charter school. *The educational program will be fully aligned with New York State and common core standards. The school will provide a rigorous academic program that combines direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking skills. There will be an intensive focus on literacy and a rich and engaging curriculum in math, social studies, science and the arts. The school will emphasize social and emotional learning and will respond to the individual needs of all students. Other important elements of the program include a longer school day and year, a low student to teacher ratio, data driven instruction, a strong professional development program and a partnership with families.*

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school has a strong school culture of high expectations for all students (college graduation is the goal) and an orderly environment; an emphasis on literacy and math skills; and the frequent use of assessment data to drive instruction and bring students to mastery of subject matter. Sound operations and financial practices are also critical to a school's success. For this school to be successful the board needs to hire a strong leadership team, set goals with the Head of School, verify performance and allocate sufficient resources to achieve the school's mission.*

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *The board of trustees has final authority for policy and operational decisions of the school. A board member has an obligation to ensure to the best of his ability that the school is financially viable, operationally sound, is faithful to the terms of its charter and the charter law and provides an excellent education to its students.*

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

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

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

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

Name: Mr. Derek Fleming

Daytime Telephone: 212-264-2570

Home Mailing Address: 114 West 118th Street, New York, NY 10026

Personal E-Mail/Fax: derekfleming7@gmail.com

Business Address: 770 Lexington Avenue, New York, NY 10065

Business E-Mail/Fax: derekfleming7@gmail.com

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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. A fellow colleague told me about the project and introduced me to Ruth Meyler, the founding board president.
5. Please explain why you wish to serve on the board. I wish to serve on the board because I feel that the mission and program of our charter school will make a bold, positive impression on the Harlem community. I am excited to help create a school that not only serves children with special needs but seeks them out and provides a program that uses best practices that allow these children to reach their potential. I believe that all the children in the school will benefit from this program and that the school will become a model for how to serve children with special needs.
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. The board of NCSH will adopt a code of ethics and conflicts of interest policy that says that board members cannot engage in self-dealing transactions except as approved by the board. If I thought another board member was self-dealing I would remind him or her of their obligation under the terms of the Board's code of ethics and conflicts of interest policy to fully disclose his interest prior to the Board's acting on the transaction. If he/she did not make full disclosure I would notify the president of the board. The board should then follow the prescribed course of action, and the board member in question should be relieved of voting rights relative to the situation, until a final investigation is completed.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The mission of NCSH is to provide a rigorous, comprehensive primary and middle school educational program that provides our students with the academic skills that they need to succeed in college preparatory high schools. The school will include high functioning children with autism spectrum disorders and they, along with their classmates, will become independent learners and critical thinkers and will acquire the social and emotional skills that will allow them to reach their full potential.
18. Please explain your understanding of the educational program of the charter school. The educational program will be rigorous and will be based on New York Standards. Our curriculum will emphasize literacy and math skills and will provide students with a rich foundation of knowledge in social studies, science, literature and the arts. We will rely on frequent assessment of students and intense staff professional development to constantly improve student achievement. Teachers and staff will collaborate to address the individual needs of students, whether or

not they have special needs.

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 begins with curricula and teaching practices that have proven success and constantly refines and improves its program to advance student learning. The staff is willing to work harder than others to assure that students are proficient in all subjects. The board needs to support the leadership team in this endeavor and to hold them accountable for reaching the goals set by the school.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A charter school board member is a fiduciary of public funds and is responsible for the educational lives of children. As a member of the board I must work closely with my fellow board members to oversee the school and assure that it provides a productive, instructive and nurturing environment for all students. I also feel responsible to work diligently to access resources and relationships that will further the mission of the school.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the charter school application, the charter school board's bylaws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review. None.

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

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

Name: _____ Ms . Angela Bronner Helm _____ (Include preferred honorific.)

Daytime Telephone: ~~917-672-2222~~ _____

Home Mailing Address: _____ New York, NY 10030

Personal E-Mail/Fax: ~~angela@uptownmagazine.com~~ _____

Business Address: 113 E. 125th Street, Second Floor, New York, NY 10035

Business E-Mail/Fax: ahelm@uptown-magazine.com

Charter School Name: Neighborhood Charter School of Harlem (NCSH)

Charter School Address: TBD

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. *Resume Attached*
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. *I affirm.*
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. *I affirm.*
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of the charter school through an event at the Hue-Man bookstore in Harlem where Areva Martin, author of "The Everyday Advocate: How to Stand Up for Your Child with Autism," was signing her book, and Patti Soussloff and Ruth Meyer were there to meet parents from the Harlem community and tell them about the proposed charter school. Patti and I continued to talk after that initial meeting and eventually, she asked if I would consider serving on the board of the NCSH.*
5. Please explain why you wish to serve on the board. *I want to serve on the board of the Neighborhood Charter School of Harlem because as a parent of a child diagnosed on the autism spectrum, and as a resident of Harlem, I know first hand how important a school like this is for this community. In addition to the children of Harlem having access to a first-rate education, the ASD children will also be educated in the least restrictive environment, that is, a school in their own neighborhood, where they will not have to be bussed around the city to receive an appropriate education. I also am an advocate of "integrated" classrooms. Studies have shown that children on the ASD spectrum and neurotypical children benefit greatly from being in a classroom together – both for academic and social reasons.*
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. *Yes. (Include description here): I am currently serving on the board of the Black AIDS Institute, a not-for-profit organization whose mission is to stop the AIDS pandemic in Black communities by engaging and mobilizing institutions and individuals in efforts to confront HIV.*
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.

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.

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.

Yes.

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

As stated above, I know Patricia Soussloff and Ruth Meyer, whom I met at a 2010 event at Hue-Man bookstore.

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.

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.

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.

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.

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.

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.*

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.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *If I believed that one or more members of the charter school's board was involved in self-dealing as it relates to the school, I would first remind them of the Code of Ethics, and ask them to disclose their alleged self-interest to the board. If this was not done in a timely fashion, then I would disclose the matter to the president of the Board and/or the entire board.*

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. *The mission of the NCSH is to provide the children of Harlem with a rigorous, comprehensive, academic program which will adequately set the foundation for success in high school, college and higher learning. The school is committed to serving the needs*

of all children of Harlem, including those higher functioning children with autism spectrum disorders, and meeting all children where they are academically. The school will provide individualized attention, differentiated instruction and specialized supports for its students.

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

My understanding of the educational program of the NCSH is that it will be fully aligned with New York State standards in English and mathematics, and, in addition, will provide social, emotional and behavioral supports to students based on the Responsive Classroom program. NCSH will emphasize small flexible group instruction as well as data driven instruction. Technology will also be used to support learning.

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

The characteristics of a successful charter school are an emphasis on meeting shared and specific goals (with the necessary data to support this) as well as being financially solvent. A successful charter school should be a beacon in the community in which it resides and serve as an inspiration for other schools. The board of a successful charter school should be flexible and willing to not only support the mission and needs of the charter school (whether those needs be financial or otherwise) but also, to be responsive to the needs and wishes of the community, staff and parents who work at and attend the school.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *The appropriate role of a public charter school member is to always act in the best interest of the school and to work effectively with the administration and staff of the charter school to ensure that shared goals are being met. Additionally, a board member must utilize his or her contacts and resources to further the goals of the school, to publicly represent the school and its mission at all times and to make sure that the school remains financially solvent.*
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm.*
22. Please provide any other information that you feel is pertinent to the Department's review.

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.

Everardo Agosto Jefferson, AIA	
Name: _____ (Include preferred honorific.)	
████████████████████	
Daytime Telephone: _____	
████████████████████ New York NY 10017	
Home Mailing Address: _____	

Personal E-Mail/Fax: ████████████████████	
Caples Jefferson Architects	
Business Address: _____	
330 West 38 th St., Ste 1704 New York NY 10018	

Business E-Mail/Fax: everardoj@capjeff.com	fax: 212-779-4488
Neighborhood Charter School of Harlem	
Charter School Name: _____	
N/A	
Charter School Address: _____	

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

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.	
The Department's consent is required <u>before</u> any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask	

that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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

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

I was introduced to the charter school by the Board President. The mission and my Architect's resume made a good fit, i.e. personal commitment to the mission and a history of completing projects for the developmentally delayed for AHRC (The Association for the Help for Retarded Children)

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

In my own extended family, there are children who have varying degrees of autism. So I am very aware of the need for a school that can provide the educational and emotional support for these children and their families.

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 did serve for many years on the Board of Directors of Family Justice, an organization that helped parolees adapt to their new environments.

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:

Yes, we are personal friends of several members, but have no business relationships with any 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:

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.

In the case where this situation might arise, I would report it as a conflict of interest.

Educational Philosophy

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

The Neighborhood Charter School of Harlem's mission is to provide the children of Harlem with a comprehensive K-8 program that will give them educational opportunities that cultivate the intellectual, social and emotional development of each of our students. These students will include high functioning children with autism spectrum disorders who will become independent learners and critical thinkers and be prepared to succeed in preparatory high schools.

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

Our educational program will be fully aligned with the New York State standards. It will focus on bringing all students to proficiency in ELA and Math combining direct instruction with opportunities for independent work and problem solving. Our Science, social studies, music and art curricula will be content rich. Technology will be used to support learning. We will use the Responsive Classroom program to provide emotional, social and behavioral support. Our program will provide two teachers in each classroom; a longer school day with 120 minutes devoted to literacy and 90 minutes to math each

day starting in kindergarten; with a longer school year that will allow more time to practice and master essential skills. Our small group instruction will be flexible and the Response to Intervention program will help us meet the needs of struggling students. Instruction will be modified as needed to make it accessible to students with special needs.

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

The characteristics of a successful charter school are the following:

1. It meets its mission statement.
2. Its financial needs as required are met.

To ensure that the charter school remains successful the board must never lose sight of its mission and must provide the guidance and fiscal responsibility to make sure it thrives during the years.

Other

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

As a member of the board of a public charter school, it is my role to review the school's mission and the program requirements, which will become real in the renovation of an existing structure and or a complete new building. My role is both technical and critical in development of the NYC code issues, infrastructure and zoning issues.

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

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

My interest in this particular charter school is personal. My brother has three children who are in different developmental stages of autism. The goal of the Neighborhood Charter School of Harlem and my own views totally coincide.

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: Sharon Joseph

Daytime Telephone: 617-574-8888

Home Mailing Address: 62 West 124th Street, New York, NY 10027

Personal E-Mail/Fax: sharonjoseph@gmail.com

Business Address: Harlem Lanes, 2116 Seventh Avenue, New York, NY 10027

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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 met two members of the planning team for Neighborhood Charter School of Harlem at an event at the Red Rooster in Harlem. I mentioned that I knew some potential facilities for the school and they invited me to lunch to discuss.*
5. Please explain why you wish to serve on the board. *As a Harlem resident, business owner and member of Community Board 10 I care deeply about the future of Harlem. I know the vital importance of a good education for our children and I believe that this school will provide a great education for a broad range of children. The school's program for high functioning autistic children will be the first of its kind in Harlem and is badly needed.*
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. *I would remind the board member of the proscription against self dealing in the Board's code of ethics and conflicts of interest policy and ask him or her to fully disclose their interest to the Board. If the member did not make full disclosure I would notify the Board President and request that the Board investigate the matter and take appropriate action.*

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. *The school's mission is to provide Harlem children with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our school is an inclusive community that serves high functioning children on the autism spectrum along with their neighborhood peers. Our students will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential. The school will serve a broad range of students from Harlem, including English Language Learners and students with disabilities as well as students who are progressing typically.*
18. Please explain your understanding of the educational program of the charter school. *The school will provide a rigorous academic program that combines direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking skills. There will be an intensive focus on literacy and a rich and engaging curriculum in math, social studies, science and the arts. The school will emphasize social and emotional learning and will respond to the individual needs of all students. Other important elements of the program*

include a longer school day and year, a low student to teacher ratio, data driven instruction, a strong professional development program and a partnership with families.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school has a strong school culture of high expectations for all students (college graduation is the goal) and an orderly environment; an emphasis on literacy and math skills; and the frequent use of assessment data to drive instruction and bring students to mastery of subject matter. Sound operations and financial practices are also critical to a school's success. For this school to be successful the board needs to hire a strong leadership team, set goals with the Head of School, verify performance and allocate sufficient resources to achieve the school's mission.*

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *A board member has an obligation to the state of New York, the community in which the school operates and the families of the school's students to ensure to the best of her ability that it uses all of its resources to provide an excellent education to its students and that it complies with its charter contract and the law.*
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I have read them.*
22. Please provide any other information that you feel is pertinent to the Department's review.

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

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

Name: Ms. Ruth Meyler

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: same as home

Business E-Mail/Fax: same as personal

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: c/o Ruth P. Meyler 101 W. 81st St., Apt. 316, New York, NY 10024

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

Proposed Chair

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. 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 the Lead Applicant.
5. Please explain why you wish to serve on the board. I have served on three charter school boards and come to believe that charter schools, at their best, offer the possibility of dramatically improving public education. I also believe that many children with autism spectrum disorders, particularly low-income children "fall through the cracks" and never achieve their potential.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): As appears from my resume, I served on the board of Gateway Charter High School in San Francisco and was a founding trustee of Leadership Prep Charter School in Brooklyn, New York. I am currently a trustee of St. Hope Leadership Academy Charter School in Harlem, New York. I was also the Chief of Staff of Gateway Charter High School during a leadership transition and was its Accreditation Coordinator. I have been involved with, and deeply committed to, charter schools for more than 10 years.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know all of the prospective board members. We have no relationship beyond a common interest in opening a new charter school. Some of the proposed trustees are personal friends

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would ask the trustee(s) to disclose the conflict of interest to the Board in accordance with the school's conflict of interest policy. If the trustee(s) failed to do so immediately, I would inform the chair of the board. If I were the chair, I would recuse the trustee(s) in question and disclose my suspicions to the board. The board would then decide what action to take. If I was not the chair and the chair failed to take action I would seek the guidance of the Charter School Office of the NYSED.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The school will be an inclusive community in which all students, including high-functioning students with autism spectrum disorders, will meet high academic standards and will have the social and emotional skills to reach their full potential.

18. Please explain your understanding of the educational program of the charter school. The school will combine a rigorous academic program using the best practices of high performing charter schools in New York and elsewhere with a specialized inclusion program for high-functioning students on the autism spectrum. The school will emphasize independent learning and critical thinking skills as well as instruction in self-regulation and social cognition and will offer a broad well-rounded curriculum.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school is goal and data driven, focuses relentlessly on student achievement, has a strong, shared school culture and pays careful attention to financial sustainability. The board should set goals, verify performance, hold school staff accountable, and allocate resources to ensure that these things happen. It should pay careful attention to financial sustainability and to the sustainability of the school as a whole.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A board member has an obligation to the state, the community in which the school operates and the families of the school's students to ensure to the best of his or her ability that it uses all of its resources to provide an excellent education to its students and that it complies with its charter contract and the law.

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

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

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

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

Name: Andrew Popper

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] New York, NY 10025

Personal E-Mail/Fax: [REDACTED]

Business Address: same as home

Business E-Mail/Fax: andrew@andrewpopper.com

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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'm the parent of a special needs child. My wife and I spent years exploring public school options for my child, and came to know any number of and other parents facing the same dilemma. Another board member of this school, Ruth Meyler, was aware of the experience I've gained in the course of our school search, and of my prior volunteer service on a board of directors. She invited me to join this board.
5. Please explain why you wish to serve on the board. I would like to make it easier for families with special needs children like mine find an appropriate public elementary 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:
My wife and I have been personal friends with Ruth Meyler and Everardo Jefferson for a number of years.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. 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. First, I would raise the subject individually, with the member or members in question. If they admitted wrongdoing, I would encourage them to bring the issue to the whole board's attention, and seek resolution. If my concerns were not allayed, I would take the matter up with the rest of the board, individually or at a meeting, depending on the circumstances.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The defining thing about Neighborhood Charter School of Harlem is its mission to integrate academic learning and social-emotional learning. This will enable the school to serve both neuro-typical and high-functioning students on the autistic spectrum.

18. Please explain your understanding of the educational program of the charter school. The NCSH will have a rigorous and rich instructional program in line with New York State standards. The academic program will be presented with requisite attention to the social-emotional needs and learning styles of all students, including those on the autistic spectrum and those with other special ed needs.

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. What makes a charter school, or any school successful is being a community, and being part of a larger community. The Board will take an active

role in planning, policymaking, overseeing operations, legal compliance and finances. Board members will need to volunteer their time and energy in these oversight functions, and whenever possible help provide access to resources that support the school's mission. Because charter schools are held to high accountability standards, a successful school will continuously monitor student progress and adjust its academic programs to ensure every student's proficiency.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A board member must be prepared to set aside individual goals and ambitions in the interest of creating and maintaining an institution that serves its students and its community. For the school to succeed, Board members must cooperate with the principal and management team, and with constituencies in the community at large. Though not involved in day-to-day operations, Board members are responsible for assuring that the school adheres to its charter and for allocating resources to allow the school to accomplish its mission. They have a responsibility to maintain high standards of character and ethics, both on and off the Board.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

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

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

Name: Mr. Adam Rashid

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] New York, NY 10010

Personal E-Mail/Fax: [REDACTED]

Business Address: Eminence Capital, 65 East 55th Street, New York, NY 10022

Business E-Mail/Fax: ar@eminencecapital.com

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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. A friend of mine is on the board of Leadership Prep Charter School in Brooklyn, along with Ruth Meyler. My friend knew that Ruth was involved in starting a new charter school, and that Ruth was looking for a board member with financial expertise. I had expressed an interest in volunteer opportunities to my friend, so she suggested that I contact Ruth. I met with Ruth and Patti Sousloff, and was impressed with their mission for the Neighborhood Charter School, and felt that I could contribute.
5. Please explain why you wish to serve on the board. I have always been interesting in volunteering and helping children. For the last two years, I have been a Big Brother to a teenager who lives in the Bronx. The experience has been extremely rewarding, and I have seen my Little Brother make great strides, both personally and academically. While still committed to being a Big Brother, I started looking for an additional opportunity to volunteer, also in the area of helping disadvantaged youth – I was interested in becoming part of a larger effort, that would benefit many children. I believe that serving on the board of the Neighborhood Charter School of Harlem is the perfect opportunity for me since its mission exemplifies my desire to help disadvantaged youth; and will allow me to contribute my business skills to ensure that the School is financially and operationally successful.
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. If I believed that one of the board members were working for his/her own benefit, I would determine if that represented a conflict of interest. I would encourage that board member to bring it up at the next board meeting, so the board could discuss it. If questions remained, then the Board should conduct a formal investigation as to whether the actions constituted a conflict of interest and/or jeopardized the school or its students. If the transgressions were severe, I would recommend that the particular trustee be dismissed from the board, and that, if necessary, appropriate legal action be taken. Board members have a responsibility to the school, students,

teachers, and parents, to ensure that the school can accomplish its educational goals – Board members should not engage in activity that endangers that mission.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The mission of the Neighborhood Charter School of Harlem is to provide children with a school environment of high expectations, rigorous academics, while cultivating the social and emotional development of each child. The school will inculcate a joy of learning in students, while encouraging them to be critical, independent thinkers, and contributors to their community. The school will be an inclusive environment, where high-functioning children with Autism Spectrum Disorders (ASD) learn in classrooms alongside their neuro-typical peers.
18. Please explain your understanding of the educational program of the charter school. Students will be proficient in the traditional subjects, but will also learn to develop their social and emotional skills through explicit instruction in these areas. Each class will have two teachers, one of whom will be certified special education teachers. The school will operate with a longer school day and year than district schools, allowing the students to receive sufficient instruction to accomplish their academic goals. The school will conduct regular assessments to determine if those goals are being met. Should particular students fall behind, the administration and teachers will develop a plan for that student to catch up: after school study, one-on-one instruction, even weekend classes. The school will engage with parents to encourage them to take an active interest in their child's education. Teachers will engage in intense professional development annually in order to expand their skills (especially for our ASD instruction). We will also have a Director of Special Education reporting directly to the Head of School, as reflecting our focus on these children. We will also make effort to recruit ELL students, and will have specialist tutors should these students need additional instruction.
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 provides an excellent education to its students, equipping them for lifelong success after they have graduated. A successful school not only allows students to achieve academically, but encourages them to be good citizens and positive contributors to their communities. A successful school is financial and operationally viable, and can sustain itself. The board can ensure that the school is successful by creating an environment where the administration and teachers can design and implement a successful educational program. The board will design operational and financial procedures and policy to ensure that the school can be a viable, self-sustaining organization. The board will ensure that the school has sufficient funds to provide students with an excellent education, as well as extracurricular options. The board will also

ensure that the school is compliant with all applicable state, city, and federal regulations and reporting requirements.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A charter school board member is expected to be an active participant and contributor to the school. Trustees should always have best interests of the school and its students at heart in all decisions. Trustees should contribute their own specific skills to the school's benefit – whether that be fundraising, educational expertise, knowledge about facilities planning, etc. Trustees should ensure that school is a viable organization, and is compliant with all regulatory requirements.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review. I strongly believe that the Neighborhood Charter of Harlem will provide a new, unique educational option for youth in Harlem. I also believe that we have an excellent educational program, and have designed our school to be operationally viable and self-sustaining. I am excited to be part of the application process, and I eagerly anticipate seeing students stream in the door on the first day of school!

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: Patricia Soussloff

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], New York, NY 10021

Personal E-Mail/Fax: [REDACTED]

Business Address: NA

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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. *Ruth Meyler is a friend. She conceived of the idea for the school and approached me to help because of my background in special education law.*
5. Please explain why you wish to serve on the board. *I have been committed for many years to improving education opportunities for low income children in New York through service on the board of a not-for-profit agency. More recently, through my work representing low income families of children in special education, I have come to understand the importance of programs that address the specific needs of children in a very targeted way. I believe passionately in the model we have chosen and am deeply committed to its success.*
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): *In addition to my legal background, both in corporate law and special education law, I have extensive fundraising experience from serving on the board and as both chair of the Development Committee and Board President of a not-for-profit organization (see resume) and previously, in leadership roles for various school and church annual appeals and capital campaigns.*
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 have been working with all of the other current board members to plan the school. Before starting work on the school the only board member I knew was Ruth Meyler.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would speak to the person involved, express my concern that they are involved in a "self dealing transaction" under the terms of the School's Code of Ethics and suggest that the matter be presented for discussion and approval by the Board without that board member's participation in the discussion or vote. I would suggest that this person present this concern to the board themselves, but if they did not, I would present it to the board.*

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. *The mission, as stated, is to provide Harlem children with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. The school will be dedicated to preparing all its students to eventually go to college and succeed in a competitive world. The school is based on the belief that high functioning children with autism should be educated in inclusive neighborhood schools with supports targeted to their specific needs and that the whole school will benefit from the inclusion of these children and the program that supports them. An emphasis on social and emotional learning, health, the arts and family engagement are integral to our program.*

18. Please explain your understanding of the educational program of the charter school. *The school will employ proven techniques from other high performing charter schools: an orderly school environment, high expectations, a longer school day and year, data driven instruction and an emphasis on bringing children to*

mastery of literacy and math skills. The school will balance the emphasis on skill mastery with strategies that teach students to become independent learners and critical thinkers. Our core academic subjects and our arts curricula will be rich in content, giving our students the foundation in basic subject-area and cultural knowledge they need to be effective learners later in their academic careers. An emphasis on social and emotional skills will support learning throughout the curriculum. Our special program for high functioning children with autism spectrum disorders will provide the supports these children need to succeed in an academically rigorous environment.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *The school must place a high priority on sound operations and financial practices. Every child should be expected to graduate from college and it is the responsibility of the school to see that each child leaves the school prepared to succeed in a college preparatory high school. Successful charter schools emphasize literacy and math skills and use assessment data regularly and often to assess student performance and to make programmatic adjustments and changes to bring students to mastery of academic skills. They hire a strong leadership team and highly qualified teachers and provide mentoring, feedback and training to help them constantly improve their effectiveness. Every adult in the school holds him or herself accountable for student achievement and students are confident that they will learn and hold themselves accountable for their own learning. The school engages families in student learning and encourages them to support academic achievement at home.*

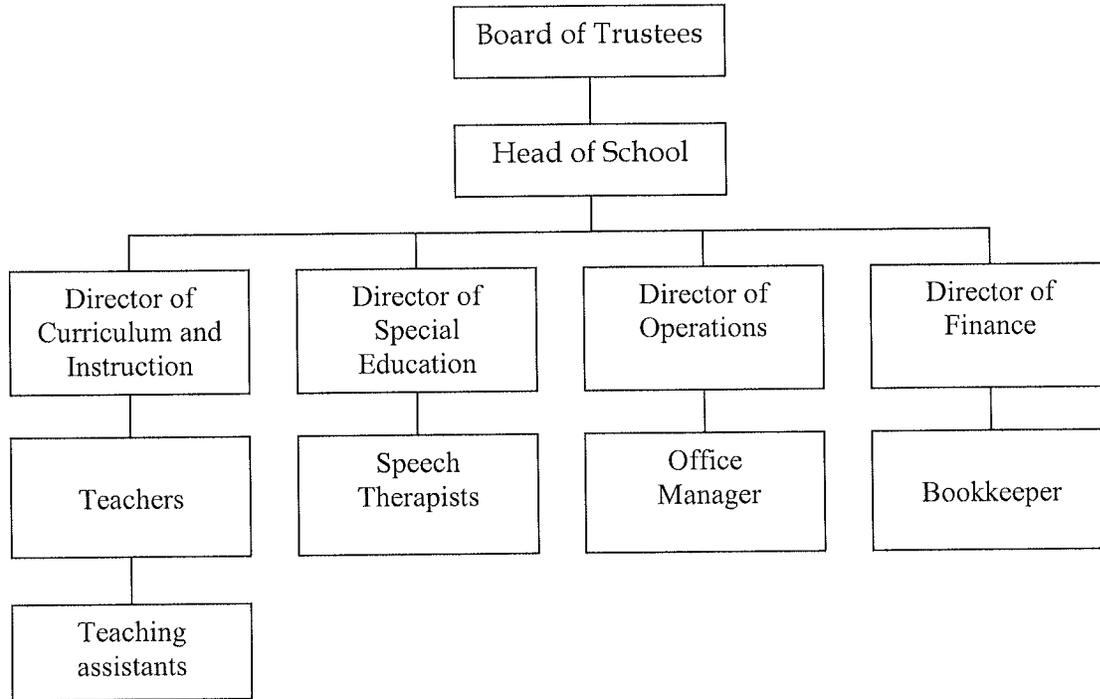
Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *The board is a steward of public funds and of the education of children whose futures depend in large part on the quality of that education. The board is responsible for: ensuring that the program and operations of the school are consistent with its mission and the charter; selecting, supporting and reviewing the performance of the Head of School; overseeing the academic and non-academic operations of the school, including ensuring that challenging, measuring goals are in place and monitoring progress in achieving the outcomes and goals; managing the school's resources effectively and ensuring compliance with fiduciary and legal requirements and financial oversight. As a board member my role is: to be an active advocate for the school; to regularly attend board meetings and to make sure the board, and I as a board member, have sufficient information and expertise (collectively) to carry out the responsibilities of the board; to use my personal contacts and expertise for the benefit of the school; and to personally support the school financially.*

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I have read and understand them.*
22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 10

**NEIGHBORHOOD CHARTER SCHOOL OF HARLEM
ORGANIZATIONAL CHART**



NEIGHBORHOOD CHARTER SCHOOL OF HARLEM KEY POSITIONS

Key Positions Descriptions

NCSH is committed to equal employment opportunity without regard to race, color, religion, gender, sexual orientation or any other protected category under state or federal law. Background checks and checks of the child abuse registry will be conducted for every employee as required by law.

1. Head of School

QUALIFICATIONS

We seek an experienced educator and leader who has an intense drive to help all children achieve their potential and a strong commitment to collaborative team teaching in inclusive classrooms and who is excited by the challenge of starting a new school.

Successful candidates will demonstrate the following qualities and experience:

- At least 4 years of teaching experience in an urban setting;
- At least 2 years of school leadership experience or graduation from an educational leadership program;
- A record of raising student academic achievement;
- NYS certification or equivalent; principal certification preferred;
- Demonstrated leadership skills, including the ability to articulate and communicate a compelling vision to school staff and to the community;
- An interest in working with students with special needs. Experience with high-functioning students with ASD or other high needs students is a plus but not essential.
- Familiarity with school operations or willingness and ability to get up to speed quickly;
- A strong ability to multi-task, prioritizing effectively and managing time well;
- Professionalism, sound judgment and maturity;
- An entrepreneurial spirit that embraces the opportunity for creativity and hard work inherent in a start-up.

MAJOR RESPONSIBILITIES

- Works closely with the planning team to establish the school, including managing recruitment and admissions, meeting with local and partner organizations, hiring staff, designing the school schedule, creating curriculum and assessments, working with the Director of Operations to finalize the budget, creating pre-service professional development plans, finalizing the Parent and Employee Handbooks;
- Takes overall responsibility for the academic program, operational effectiveness and financial stability of the school;
- Takes overall responsibility for the creation of a culture of academic excellence and high achievement, enlists staff, students and parents in creating this culture;
- Takes overall responsibility for creating a safe and supportive school environment; oversees the discipline system;
- Ensures legal compliance and compliance with all requirements of the school's Authorizer;
- Ensures student safety;
- Works closely with the Board and ensures that the Board is informed about the progress of the school;
- Works with the school's outside partners, to ensure that goals are aligned and requirements met;
- Maintains relationships with the local community;
- Takes overall responsibility for ensuring that parents are informed, consulted and integrated into the life of the school;
- Hires, supervises and evaluates the Director of Curriculum and Instruction, the Director of Operations and the Director of Special Education;

- Designs the professional development program in consultation with the Director of Curriculum and Instruction;
- Participates in teacher hiring and evaluation with the Director of Curriculum and Instruction.

2. Director of Curriculum and Instruction

QUALIFICATIONS

We seek a highly competent educational leader who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- At least 3 years of teaching experience in an urban setting;
- NYS certification or equivalent;
- Familiarity with curriculum development and the design of challenging assessments;
- Demonstrated ability to coach and work effectively with teachers to continuously improve their skills;
- Demonstrated ability to create a school culture of academic excellence, high expectations and “no excuses;”
- Demonstrated experience of and commitment to continuous assessment of academic, social and behavioral progress in order to effectively plan and tailor instruction and other interventions to students’ specific learning needs;
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment;
- An interest in working with students with special needs. Experience with high-functioning students with ASD or other high needs students is a plus but not essential.

MAJOR RESPONSIBILITIES

- Provides instructional leadership within the school; creates a school culture of academic excellence, high expectations and continuous improvement;
- Participates with the Head of School and Director of Special Education in recruiting and hiring teachers;
- Ensures that the school has appropriate curricula in place that are aligned to state standards (inclusive of Common Core Standards) including scope and sequence, content, goals, objectives and performance indicators. Makes adjustments to curricula regularly based on data;
- Ensures that assessments are aligned to state standards, appropriately designed, consistent across classrooms and administered in accordance with the school’s assessment calendar;
- Ensures that teachers understand how to analyze assessment data, that it is analyzed frequently and that the results drive instruction;
- Observes teachers in the classroom and providing quick, actionable feedback;
- Participates with the Head of School and Director of Special Education in formal teacher evaluation;
- Designs and implements the school’s Response to Intervention program for struggling students;
- Works with the Director of Special Education to ensure the differentiation of instruction for students with special needs;
- Motivates and mentors teachers, modeling and encouraging collaboration and creating a climate of continuous improvement;
- Creates partnership between the school and the families of its students; communicates with parents; designs curriculum evenings where parents can learn along with their students;
- Implements the discipline system;
- Participates in the management of the school as a member of the Leadership Team.

3. Director of Operations

QUALIFICATIONS

We seek a highly organized, detail oriented, energetic operational leader who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- At least a bachelors degree;
- At least 3 years experience in financial and/or operations management preferably including experience in a non-profit organization;
- Strong interest in and commitment to education and academic achievement;
- Highly detail oriented;
- Strong organization skills and ability to prioritize and manage time effectively while working in a fast-paced environment;
- Demonstrated ability to establish and maintain systems and procedures;
- Ability to work productively with others, including outside financial professionals and DOE personnel.

MAJOR RESPONSIBILITIES

- Oversees the day to day work of the school's outside "back office" vendor, subject to the supervision of the Head of School; works with the vendor to ensure financial stability, sound financial planning, effective asset management, and full compliance with government and charter audit requirements;
- Evaluates the back office vendor and reports on performance to the Board of Trustees; ensures that the vendor performs all contractual obligations;
- Works with the vendor to develop the draft annual budget under the supervision of the Head of School;
- Acts as human resources manager; maintains HR files and records; develops human resources policies for review by the Board of Trustees;
- Prepares grant applications for foundation, state and federal grants and manages grant reporting; works with the Board of Trustees to create and implement a long-term development plan;
- Oversees the school's facility; manages maintenance, renovation and construction;
- Oversees technology needs and operations;
- Recruits, hires, and trains administrative and operations personnel in coordination with the Head of School, including annual performance evaluation of administrative & operations personnel;
- Establishes effective data management systems (e.g. enrollment and admissions procedures and records; student assessment data, attendance procedures and records);
- Develops, modifies and implements the school's student recruitment/outreach plan, in cooperation of the Head of School;
- Coordinates with the DOE in such areas as school buses, food etc;
- Coordinates and supports parent/family education and community events;
- Participates in the management of the school as a member of the Leadership Team.

4. Director of Finance

QUALIFICATIONS

We seek a highly organized, detail oriented, energetic financial professional who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- At least a bachelors degree;
- At least 3 years professional experience in financial management preferably including experience in a non-profit organization;
- Strong skills in financial analysis;
- Strong interest in and commitment to education and academic achievement;

- Highly detail oriented;
- Strong organization skills and ability to prioritize and manage time effectively while working in a fast-paced environment;
- Demonstrated ability to establish and maintain systems and procedures;
- Ability to work productively with others, including outside financial professionals.

MAJOR RESPONSIBILITIES

- Takes responsibility for managing the school's finances under the supervision of the Head of School;
- Ensures financial stability, sound financial planning, effective asset management, and full compliance with government and charter audit requirements;
- Ensures compliance with the school's financial policies and procedures manual;
- Supervises bookkeeper and ensures that the school uses sound accounting practices;
- Prepares monthly financial reports;
- Prepares and submits all financial and tax reports required by state or federal law or by the school's Authorizer after review by the Head of School;
- Prepares and submits grant reports;
- Works with auditors to complete the school's annual audit;
- Works with the Finance Committee of the board to ensure that the board is fully informed of the school's financial position.

5. Office Manager

QUALIFICATIONS

We seek a highly competent manager who is committed to urban education and excited by the challenge of starting a new school. The Office Manager will be responsible for organizing and running the school's administrative office with the assistance of an administrative assistant. The following qualifications are required:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school;
- Bachelors degree;
- Spanish language capability is strongly preferred;
- Demonstrated ability to multi-task and organize a busy office;
- Knowledge of and experience with relevant computer systems;
- Experience working with accounting and fiscal management systems;
- Commitment to continuous improvement and learning through professional development;
- Ability to work successfully with school personnel, parents, visitors, DOE personnel and other constituencies;
- High energy and effective at getting things done.

MAJOR RESPONSIBILITIES

- Answers general telephone and email enquiries, and re-directs calls to appropriate administrators, faculty and staff members;
- Maintains office equipment including computers, photocopier, fax, including interacting with suppliers and service engineers and takes responsibility for contracts and their fulfillment; Coordinates internal meetings and appointments; maintains the school calendar;
- Orders, monitors and verifies supplies and services such as telephone services, purchasing, maintenance services, working with the Director of Operations;
- Oversees security, in close coordination with the Director of Operations;
- Prepares and distributes the weekly newsletter for parents;
- Manages the school's mail;
- Manages personnel records and activities;
- Maintains up-to-date copies of all supplier contracts, contact lists for staff and committees and records of all domain names owned by school ensuring that registrations are up to date;

- Files, including management of document archiving and organization and maintenance of common files (both hard copy and electronic format);
- Maintains access logs for student records.

6. Bookkeeper

We seek a meticulous well-organized bookkeeper who is interested in education and excited by the opportunity to work in a school.

QUALIFICATIONS

- High school diploma; associates or bachelors degree preferred;
- Two years bookkeeping experience, preferably for a non-profit organization;
- Ability to multi-task and work independently;
- Strong computer skills;
- Proficiency in the use of Excel and QuickBooks
- Highly detail-oriented
- Interest in education

MAJOR RESPONSIBILITIES

- Maintains the general ledger;
- Manages accounts payable, including invoice processing and maintaining payment records;
- Manages grant accounting;
- Reconciles bank statements;
- Works with outside payroll company to ensure correct payments;
- Prepares accounting statements and financial reports under the supervision of the DOO/DOF.

7. Director of Special Education

QUALIFICATIONS

We seek a highly competent educator with special education certification who is committed to the education of children with special needs in an inclusive setting and is excited by the challenge of starting an innovative new school with a specialized program for ASD students. The following qualifications are required:

- At least 3 years of special education teaching experience in an urban setting;
- Special education certification;
- Demonstrated leadership skills;
- Experience of working with high-functioning autistic students preferred;
- Willingness to participate in specialized professional development during the summer before starting work;
- Commitment to continuous assessment of academic, social and behavioral progress in order to effectively plan and tailor instruction and other interventions to students' specific learning needs;
- Demonstrated ability to create a school culture of high expectations and academic achievement;
- Demonstrated ability to coach and work effectively with teachers to continuously improve their skills;
- Understanding of the legal requirements relating to special education, including discipline, record-keeping, relationships with Committees on Special Education and New York State reporting and discipline.

MAJOR RESPONSIBILITIES

- Leads the program for students with special needs including high-functioning students on the autism spectrum; creates a culture of high expectations and academic achievement for these students;
- Participates with the Head of School and Director of Curriculum and Instruction in recruiting and hiring special education teachers;
- Works with general education teachers to differentiate instruction for all special education students;

- Works with the Director of Operations to design the physical lay-out of ASD classrooms;
- Works with special education teachers and speech and language pathologists to design and continuously improve the program of specialized supports for ASD students;
- Designs and implements appropriate non-academic assessments for ASD students and other students with special needs;
- Works with special and general education teachers to improve their knowledge of and ability to implement specialized supports for ASD students and other students with special needs;
- Works with CSEs to design challenging and measurable IEP goals; ensures that all IEPs are fully and correctly implemented;
- Maintains IEP records; prepares and files all reports required by law;
- Coordinates with CSEs; ensures that teachers attend IEP meetings;
- Supervises Related Services providers and ensures the high quality of these services;
- Ensures that discipline of special education students meets legal requirements;
- Observes special education teachers in the classroom and provides quick, actionable feedback;
- Participates with the Head of School and Director of Special Education in the formal evaluation of special education teachers;
- Motivates and mentors special education teachers; models and encourages collaboration; creates a climate of continuous improvement;
- Creates partnership between the school and the families of students with special needs; communicates frequently with parents; designs parent workshops;
- Participates in the management of the school as a member of the Leadership Team.

8. Classroom Teacher/Special Education Teacher

QUALIFICATIONS

We seek highly competent classroom teachers who are committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- Experience of teaching in an urban setting and demonstrated success in raising student achievement;
- A bachelors degree or higher;
- NYS certification (preferred), reciprocity or other relevant qualification;
- Ability to create and deliver a rigorous academic curriculum;
- Special education certification for special education teachers;
- Solid content-area knowledge;
- Strong interest in working with children with special needs in an inclusive setting and a commitment to acquiring the additional training necessary to work effectively with this population if required;
- Experience of working with ASD students is preferred but not essential for special education teachers;
- Strong belief that all children can achieve academically;
- Strong commitment to continuous assessment and data-driven instruction;
- Ability to work collaboratively to create a culture of achievement within the school;
- Demonstrated ability as an effective instructor;
- Excellent classroom management skills as indicated by the ability to create an ordered and focused classroom environment;
- Resourceful and well-organized;
- Reflective, open to feedback and committed to continuous improvement.

MAJOR RESPONSIBILITIES

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards (inclusive of Common Core Standards);

- Plan purposefully to provide students with opportunities to develop critical thinking skills and to become independent learners;
- Use research-based methods to increase students' social and emotional skills;
- Use research-based methods to address the deficits of ASD students;
- Design academic assessments that are aligned to standards; administer, collect and analyze qualitative and quantitative data relating to individual students;
- In the case of special education teachers, design and administer assessments, including observational rubrics, that measure progress towards non-academic goals,
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to in modify practices and increase student achievement;
- Collaborate with specialists and other colleagues in designing and co-teaching lessons that integrate health and wellness into other content areas, and classroom routines when appropriate, in order to promote the development of a healthy lifestyle and to improve student achievement;
- Collaborate with special education/general education teachers/speech and language pathologists to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the school community;
- Build relationships with families of students through frequent communication about students' progress and ways that families can support their children's learning;
- Create a classroom community that maintains the school's high academic and social expectations for students;
- Actively work to improve instruction, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

9. Speech and Language Pathologist

We seek a highly motivated speech and language pathologist who is excited by the opportunity to create a new program for high-functioning students on the autism spectrum and other students with special needs.

QUALIFICATIONS

- NYS certification (preferred) or reciprocity;
- Experience working with students on the autism spectrum strongly preferred;
- Strong interest in working with children on the autism spectrum;
- Commitment to acquiring the additional training necessary to work effectively with students on the autism spectrum if required;
- Demonstrated ability to work effectively with students with speech or language deficits;
- Ability and interest in working collaboratively within a school to improve outcomes for students with disabilities related to speech and language;
- Resourceful and well-organized;
- Reflective, open to feedback and committed to continuous improvement.

MAJOR RESPONSIBILITIES

- Develop effective lessons and teach the Social Development Intervention (SDI) curriculum to students on the autism spectrum under the supervision of the Director of Special Education;
- Work with general education and special education teachers and the Director of Special Education to improve and refine the SDI curriculum;
- Provide speech and language services as specified in the IEPs of students with disabilities;
- Design and administer assessments, including observational rubrics, that measure progress towards IEP goals;
- Build relationships with families of students through frequent communication about students' progress and ways that families can support their children's development;
- Participate in weekly case conferences; collaborate with classroom teachers in planning interventions for students with disabilities.

10. Teaching Assistant

We seek highly motivated teaching assistants with a strong interest in working with children and a commitment to high quality education.

QUALIFICATIONS

- A bachelor's degree;
- A strong interest in education;
- Experience assisting teachers in the classroom strongly preferred;
- Strong reading, writing and math skills;
- Spanish capability preferred;
- Resourceful and well-organized;
- Reflective, open to feedback and committed to continuous improvement.

MAJOR RESPONSIBILITIES

- Assist students needing individual help in the classroom under the supervision of a classroom teacher;
- Lead small group activities under the supervision of a classroom teacher;
- Assist with grading and assessment; record assessment data;
- Accompany students to arts and physical education classes;
- Assist classroom teachers with administrative tasks generally.



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

Neighborhood Charter School of Harlem

Contact Name: Adam Rashid
Contact Email: A_Z_Rashid@yahoo.com
Contact Phone: 848-702-9549

Examples

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

**Neighborhood Charter School of Harlem
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	300,000
Total Expenses	171,720
Net Income	128,280
Actual Student Enrollment	-
Total Paid Student Enrollment	-

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	New York City	CY Per Pupil Rate	
		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.)			
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	250,000	
Fundraising	50,000	
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	300,000	

\$50k already received from Walton Family Foundation, \$200k additional upon charter receipt
\$30k from board member donations and individual fundraising; \$20k from benefit event

TOTAL REVENUE

300,000

**Neighborhood Charter School of Harlem
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	300,000
Total Expenses	171,720
Net Income	128,280
Actual Student Enrollment	-
Total Paid Student Enrollment	-

START-UP PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	30,000	Head of School stipend Jan-March, salary starts in April
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	18,000	Director of Operations stipend Jan-March, salary starts in April
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	48,000	

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

2.00	48,000
------	--------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	1,836	FICA at 7.65%
Fringe / Employee Benefits	4,884	Fringe at 20.35% (28% including payroll taxes)
Retirement / Pension	-	included above
TOTAL PAYROLL TAXES AND BENEFITS	6,720	

TOTAL PERSONNEL SERVICE COSTS

2.00	54,720
------	--------

CONTRACTED SERVICES

Accounting / Audit	-	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	48,000	recruitment and YAI screening of ASD students
Titlment Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	48,000	

SCHOOL OPERATIONS

Board Expenses	1,000	D&O insurance for preopening period, based on quote from broker
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	6,000	advertising, job fairs, finders fees for Gen Ed and Special Ed teachers
Student Recruitment / Marketing	12,000	advertising, lottery expenses, specialists for ELL recruitment
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	19,000	

FACILITY OPERATION & MAINTENANCE

Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	50,000	renovation and refurbishment of facility
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	50,000	

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-
-

TOTAL EXPENSES

171,720

NET INCOME

128,280

Neighborhood Charter School of Harlem
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	300,000
Total Expenses	171,720
Net Income	128,280
Actual Student Enrollment	-
Total Paid Student Enrollment	-

START-UP
PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

New York City	
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 -

Neighborhood Charter School of Harlem
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

Total Revenue	280,000	20,000	-	-	-	-	300,000
Total Expenses	11,000	22,000	22,000	40,240	38,240	38,240	171,720
Net Income	269,000	(2,000)	(22,000)	(40,240)	(38,240)	(38,240)	128,280
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	269,000	267,000	245,000	204,760	166,520	-
Net Income	269,000	267,000	245,000	204,760	166,520	128,280	128,280

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City:							
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	250,000						250,000
Fundraising	30,000	20,000					50,000
State Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	280,000	20,000					300,000
TOTAL REVENUE	280,000	20,000					300,000

Neighborhood Charter School of Harlem
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

	280,000	20,000	-	-	-	300,000	
Total Revenue	280,000	20,000	-	-	-	300,000	
Total Expenses	11,000	22,000	22,000	40,240	38,240	171,720	
Net Income	269,000	(2,000)	(22,000)	(40,240)	(38,240)	128,280	
Cash Flow Adjustments	-	269,000	267,000	245,000	204,760	166,520	
Beginning Cash Balance	269,000	267,000	245,000	204,760	166,520	128,280	
Net Income							
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	5,000	5,000	5,000	5,000	5,000	30,000
Instructional Management							
Deans, Directors & Coordinators							
CFO / Director of Finance							
Operation / Business Manager	1.00	3,000	3,000	3,000	3,000	3,000	18,000
Administrative Staff							
TOTAL ADMINISTRATIVE STAFF	2.00	8,000	8,000	8,000	8,000	8,000	48,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular							
Teachers - SPED							
Substitute Teachers							
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors							
Other							
TOTAL INSTRUCTIONAL							
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	8,000	8,000	8,000	8,000	8,000	48,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes				612	612	612	1,836
Fringe / Employee Benefits				1,628	1,628	1,628	4,884
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS				2,240	2,240	2,240	6,720
TOTAL PERSONNEL SERVICE COSTS	2.00	8,000	8,000	10,240	10,240	10,240	54,720
CONTRACTED SERVICES							
Accounting / Audit							
Legal							
Management Company Fee							
Nurse Services							
Food Service / School Lunch							
Payroll Services							
Special Ed Services				16,000	16,000	16,000	48,000
Titlement Services (i.e. Title 9)							
Other Purchased / Professional / Consulting				16,000	16,000	16,000	48,000
TOTAL CONTRACTED SERVICES				16,000	16,000	16,000	48,000
SCHOOL OPERATIONS							
Board Expenses	1,000						1,000
Classroom / Teaching Supplies & Materials							
Special Ed Supplies & Materials							
Textbooks / Workbooks							
Supplies & Materials other							
Equipment / Furniture							
Telephone							
Technology							
Student Testing & Assessment							
Field Trips							
Transportation (student)							
Student Services - other							
Office Expense							
Staff Development	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Staff Recruitment	1,000	3,000	3,000	3,000	1,000	1,000	12,000
Student Recruitment / Marketing							
School Meals / Lunch							
Travel (Staff)							
Fundraising							
Other							
TOTAL SCHOOL OPERATIONS	3,000	4,000	4,000	4,000	2,000	2,000	19,000
FACILITY OPERATION & MAINTENANCE							
Insurance							
Janitorial							
Building and Land Rent / Lease		10,000	10,000	10,000	10,000	10,000	50,000
Repairs & Maintenance							
Equipment / Furniture							
Security							
Utilities		10,000	10,000	10,000	10,000	10,000	50,000
TOTAL FACILITY OPERATION & MAINTENANCE		10,000	10,000	10,000	10,000	10,000	50,000
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES	11,000	22,000	22,000	40,240	38,240	38,240	171,720
NET INCOME	269,000	(2,000)	(22,000)	(40,240)	(38,240)	(38,240)	128,280
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 of Line of Credit							
Other							
Total Financing Activities							
Total Cash Flow Adjustments	269,000	(2,000)	(22,000)	(40,240)	(38,240)	(38,240)	128,280
NET INCOME	269,000	(2,000)	(22,000)	(40,240)	(38,240)	(38,240)	128,280
Beginning Cash Balance	269,000	267,000	245,000	204,760	166,520	128,280	128,280
ENDING CASH BALANCE	269,000	267,000	245,000	204,760	166,520	128,280	128,280

Neighborhood Charter School of Harlem
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	899,348	-	25,000	26,524	2,609,434
Total Expenses	1,088,820	670,000	123,353	-	814,075	2,696,248
Net Income	569,742	229,348	(123,353)	25,000	(787,551)	(86,814)
Actual Student Enrollment	75	31				106
Total Paid Student Enrollment						

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

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	Now York City	CY Per Pupil Rate				
		13,527	1,433,862			1,433,862
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 Full)		13,527	1,433,862			1,433,862

106 students in year 1 at \$13,527 per pupil rate

Special Education Revenue			899,348			899,348
Grants						
Stimulus						
DYCD (Department of Youth and Community Developm.)						
Other	92,446					92,446
	7,937					7,937
TOTAL REVENUE FROM STATE SOURCES	1,534,245	899,348				2,433,593

5% of students 20-59% at \$10,890; 10% >60% at \$19,965; 16 ASD students in year 1 at \$40,328, per supplemental funding request

City of NY start-up grant: \$51k fixed, \$391/student variable
 NYSTL, NYSSL, NYSLIBL -- \$74.88/student

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs						
Title I	124,317					124,317
Title Funding - Other						
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES	124,317					124,317

\$1466 for each Special Education student
 80% low income, \$1466 each

LOCAL and OTHER REVENUE

Contributions and Donations						
Fundraising				25,000		25,000
Erate Reimbursement					26,100	26,100
Earnings on Investments						
Interest Income					424	424
Food Service (Income from meals)						
Text Book						
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				25,000	26,524	51,524

board member donations and individual fundraising
 90% Erate reimbursement for phone and internet service
 money market account, assume .5% on average cash balance
 NCSH will not charge parents/students ineligible for NSLP free lunch

TOTAL REVENUE	1,658,562	899,348		25,000	26,524	2,609,434
----------------------	-----------	---------	--	--------	--------	-----------

Neighborhood Charter School of Harlem
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	899,348	-	25,000	26,524	2,609,434
Total Expenses	1,088,820	670,000	123,353	-	814,075	2,696,248
Net Income	569,742	229,348	(123,353)	25,000	(787,551)	(86,814)
Actual Student Enrollment	75	31				106
Total Paid Student Enrollment						

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

EXPENSES

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	1					120,000	120,000	Head of School at \$120k, 3% increase annually
Instructional Management	1	85,000					85,000	Director of Instruction at \$85k, 3% increase annually
Deans, Directors & Coordinators	1		75,000				75,000	Director of Special Education at \$75k, 3% increase annually
CFO / Director of Finance	1					130,000	130,000	Director of Operations at \$85k and office manager at \$45k, 3% increase
Operation / Business Manager	2					35,000	35,000	Admin assistant at \$35k, another in yr3, bookkeeper in yr3, 3% increase
Administrative Staff	100							
TOTAL ADMINISTRATIVE STAFF	6.00	85,000	75,000			285,000	445,000	

INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6	360,000					360,000	\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
Teachers - SPED	6		360,000				360,000	\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
Substitute Teachers	1	60,000					60,000	\$60k salary, coverage teacher, add one per year
Teaching Assistants	2	60,000					60,000	\$30k salary, 2 in year 1, add 1 each year to 6 in year 5
Specialty Teachers								
Aides								
Therapists & Counselors	1		65,000				65,000	Speech therapist: 1 in yr 1, 2 in yr2, 3 in yr4/5, 4 in yr5
Other								
TOTAL INSTRUCTIONAL	16.00	545,000	360,000				905,000	

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

SUBTOTAL PERSONNEL SERVICE COSTS	22.00	630,000	435,000			285,000	1,350,000	
---	--------------	----------------	----------------	--	--	----------------	------------------	--

PAYROLL TAXES AND BENEFITS								
Payroll Taxes		48,192	33,278			21,803	103,273	FICA at 7.65%
Fringe / Employee Benefits		128,205	88,523			57,998	274,725	Fringe at 20.35% (28% including payroll taxes)
Retirement / Pension								included above
TOTAL PAYROLL TAXES AND BENEFITS		176,400	121,800			79,800	378,000	

TOTAL PERSONNEL SERVICE COSTS	22.00	806,400	556,800			364,800	1,728,000	
--------------------------------------	--------------	----------------	----------------	--	--	----------------	------------------	--

CONTRACTED SERVICES								
Accounting / Audit						105,000	105,000	\$90k in yr1/2 for outsourced financial provider, declining in yr3; \$15k each year audit fee
Legal						5,000	5,000	NCSH will also seek pro bono legal services, 3% COLA
Management Company Fee								not affiliated with management company
Nurse Services						46,800	46,800	outsourced nursing service, 4 hours/day, \$60/hr, 3% COLA
Food Service / School Lunch				18,603			18,603	snack for all at \$.50/day; plus food for non-low-income students (20% at \$1.50/day, 40% at \$.25/day)
Payroll Services						3,000	3,000	\$3000 for outsourced service (ADP, Paychex), 3% COLA
Special Ed Services			108,250				108,250	social worker -- becomes employee in year 3, VAI coordinator at \$16k, plus VAI screening \$72250 in yr1 (35 first level, 10 second level)
Talentment Services (i.e. Title I)								
Other Purchased / Professional / Consulting		42,701					42,701	need tutoring 3hrs/wk, \$50/hr; contracted outside arts services (Harlem Arts Alliance, 1
TOTAL CONTRACTED SERVICES		42,701	108,250	65,403		113,000	329,354	

SCHOOL OPERATIONS								
Board Expenses						5,000	5,000	Board governance training at \$5000 per year
Classroom / Teaching Supplies & Materials		10,950					10,950	\$150 per Gen Ed student
Special Ed Supplies & Materials			4,950				4,950	\$150 per Special Ed student
Textbooks / Workbooks		42,400					42,400	\$400/student
Supplies & Materials other				17,950			17,950	each year for library
Equipment / Furniture		40,100					40,100	student furniture (new+replacement), office furniture
Telephone						29,000	29,000	\$500/month for landline, \$50/month/employee for mobile phone; plus \$5k in yr 1 for phone server; \$500/month for network support
Technology		12,000				42,000	54,000	year 1: \$5k for accounting software; \$2k for smartphones; \$15k for admin software; \$14k laptops for teachers; \$12k PCs for classrooms; replacements thereafter based on equipment lifecycle; \$500/month for PC support
Student Testing & Assessment		5,300					5,300	\$50/student/year
Field Trips		3,180					3,180	\$10/student, 3 trips per year
Transportation (student)		1,789					1,789	Metrocards for 25% of students, \$4.50 for 15 extra days
Student Services - other				40,000			40,000	part-time phys ed teacher, full-time in yr3; part-time arts teacher, full-time in yr4
Office Expense						17,900	17,900	copier lease at \$400/month, office supplies at \$5000/grade, postage at \$2500/year
Staff Development		77,000					77,000	teachers, incl TCRRV
Staff Recruitment		15,000					15,000	travel, job fairs, advertising, finders fees
Student Recruitment / Marketing		32,000					32,000	coordinator; \$6k services to assist in ELL recruitment
School Meals / Lunch								in contracted services
Travel (Staff)						1,500	1,500	\$1500/year for travel to conferences, 3% COLA
Fundraising						1,000	1,000	Board will conduct fundraising activities
Other								subscriptions, 3% COLA
TOTAL SCHOOL OPERATIONS		239,719	4,950	57,950		96,400	399,019	

FACILITY OPERATION & MAINTENANCE								
Insurance						14,078	14,078	based on quotes from broker; premiums increase as school grows
Janitorial						1,272	1,272	maintenance supplies at \$12/student/year
Building and Land Rent / Lease						145,700	145,700	projections based on classroom sizes of 625sq ft for Gen Ed, 425 for Nest
Repairs & Maintenance						26,000	26,000	renovation and construction: year 1 of \$25k is after \$50k in the pre-opening period
Equipment / Furniture						27,825	27,825	\$15/hour for 9 hours/day, plus 100 hours for events
Security								
Utilities						214,875	214,875	
TOTAL FACILITY OPERATION & MAINTENANCE						425,750	425,750	

DEPRECIATION & AMORTIZATION								
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						25,000	25,000	\$25k dissolution fund for three years, reserve build-up in years 4 and 5

TOTAL EXPENSES		1,088,820	670,000	123,353		814,075	2,696,248	
-----------------------	--	------------------	----------------	----------------	--	----------------	------------------	--

NET INCOME		569,742	229,348	(123,353)	25,000	(787,551)	(86,814)	
-------------------	--	----------------	----------------	------------------	---------------	------------------	-----------------	--

Neighborhood Charter School of Harlem
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	899,348	-	25,000	26,524	2,609,434
Total Expenses	1,088,820	670,000	123,353	-	814,075	2,696,248
Net Income	569,742	229,348	(123,353)	25,000	(787,551)	(86,814)
Actual Student Enrollment	75	31				106
Total Paid Student Enrollment						-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	75	31				106
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	75	31				106
REVENUE PER PUPIL	22,114	29,011	-			24,617
EXPENSES PER PUPIL	14,518	21,613	-			25,436

**Neighborhood Charter School of Harlem
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013**

Total Revenue	401,527	12,659	401,527	12,659	401,527	12,659	426,391	31,306	420,175	31,306	420,175	37,522	2,609,434
Total Expenses	259,501	255,883	217,932	209,817	209,817	213,392	218,467	219,217	220,542	243,467	212,067	216,142	2,696,248
Net Income	142,026	(243,224)	183,595	(197,158)	191,710	(200,733)	207,923	(187,911)	199,632	(212,161)	208,107	(178,620)	(86,814)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	128,280	270,306	27,083	210,678	13,519	205,229	4,496	212,419	24,508	224,140	11,979	220,087	128,280
Net Income	270,306	27,083	210,678	13,519	205,229	4,496	212,419	24,508	224,140	11,979	220,087	41,466	41,466

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil 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.												
New York City	13,527												
School District 2 (Enter Name)	238,977		238,977		238,977		238,977		238,977		238,977		1,432,862
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)	13,527												
Special Education Revenue	238,977		238,977		238,977		238,977		238,977		238,977		1,432,862
Grants	149,891		149,891		149,891		149,891		149,891		149,891		895,348
Stimulus													
DYCD (Department of Youth and Community Development)													
Other	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	92,446
Other	661	661	661	661	661	661	661	661	661	661	661	661	7,937
TOTAL REVENUE FROM STATE SOURCES	397,234	8,365	397,234	8,365	397,234	8,365	397,234	8,365	397,234	8,365	397,234	8,365	2,433,593
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs													
Title I							24,863	18,648	18,648	18,648	18,648	24,863	124,317
Title Funding - Other													
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES							24,863	18,648	18,648	18,648	18,648	24,863	124,317
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Erate Reimbursement	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	26,100
Earnings on Investments													
Interest Income	35	35	35	35	35	35	35	35	35	35	35	35	424
Food Service (Income from meals)													
Text Book													
OTHER	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	51,524
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	51,524
TOTAL REVENUE	401,527	12,659	401,527	12,659	401,527	12,659	426,391	31,306	420,175	31,306	420,175	37,522	2,609,434

Neighborhood Charter School of Harlem 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	2,609,434	3,846,534	5,211,132	6,512,220	7,813,393	
Total Expenses	2,696,248	3,903,934	4,784,217	6,333,998	7,652,822	
Net Income (Before Cash Flow Adjustments)	(86,814)	342,620	426,915	178,222	160,570	
Actual Student Enrollment	106	163	219	271	323	
Total Paid Student Enrollment						
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
Per Pupil Revenue Percentage Increase						
REVENUE	0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
New York City	13,627	1,433,862	2,204,901	2,962,413	3,665,817	4,369,221
School District 2 (Enter Name)						assume no change in per pupil rates over years
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 OTHERS						
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,433,862	2,204,901	2,962,413	3,665,817	4,369,221
Special Education Revenue		809,348	1,322,612	1,828,532	2,333,452	2,838,372
Grants						
Stimulus						
DYCD (Department of Youth and Community Development)						
Other		92,416	17,205	16,370	20,292	21,186
City of NY start-up grant: \$51k fixed, \$391/student variable						
NYSTL, NYSSL, NYSLR - \$74.88/student		7,037	3,540,718	5,807,344	6,019,561	7,231,779
TOTAL REVENUE FROM STATE SOURCES		2,432,593	3,540,718	4,807,344	6,019,561	7,231,779
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			63,063	86,229	106,108	133,274
Title I		124,212	191,156	256,813	317,839	378,814
Title Funding - Other						
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES		124,212	254,229	343,072	425,937	510,888
LOCAL and OTHER REVENUE						
Contributions and Donations						
Fundraising		25,000	25,000	25,000	25,000	25,000
Estate Reimbursement		26,100	25,512	31,720	37,221	43,125
Earnings on Investments						
Interest Income		424	1,064	2,988	4,501	5,348
Food Service (Income from meals)						
Text Book						
OTHER		51,524	51,656	60,717	66,721	71,525
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		51,524	51,656	60,717	66,721	71,525
TOTAL REVENUE		2,609,434	3,846,534	5,211,132	6,512,220	7,813,393

EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	\$120,000	\$123,800	\$127,200	\$131,127	\$135,061
Instructional Management	1.00	\$85,000	\$87,500	\$90,127	\$92,882	\$95,668
Deans, Directors & Coordinators	1.00	\$75,000	\$77,250	\$79,568	\$81,958	\$84,413
CEO / Director of Finance	1.00	\$0	\$0	\$75,000	\$77,250	\$79,568
Operation / Business Manager	2.00	\$130,000	\$133,000	\$137,017	\$141,055	\$145,116
Administrative Staff	1.00	\$35,000	\$36,050	\$37,163	\$38,341	\$39,586
TOTAL ADMINISTRATIVE STAFF	6.00	\$445,000	\$456,350	\$469,232	\$483,195	\$497,552
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6.00	\$350,000	\$356,200	\$363,848	\$371,954	\$380,561
Teachers - SPED	6.00	\$450,000	\$456,200	\$463,848	\$471,954	\$480,561
Substitute Teachers	1.00	\$60,000	\$123,600	\$190,967	\$262,254	\$337,653
Teaching Assistants	2.00	\$60,000	\$99,700	\$127,309	\$163,909	\$202,299
Specialty Teachers	1.00	\$0	\$0	\$100,000	\$103,000	\$106,096
Aides					75,000	77,250
Therapists & Counselors	1.00	\$65,000	\$133,500	\$206,876	\$283,082	\$362,832
Other		\$0	\$0	\$27,132	\$26,291	\$25,788
TOTAL INSTRUCTIONAL	16.00	\$905,000	\$1,462,600	\$2,189,973	\$2,890,645	\$3,526,101
NON-INSTRUCTIONAL PERSONNEL COSTS						
House						
Librarian					32,782	33,795
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL					32,782	33,795
SUBTOTAL PERSONNEL SERVICE COSTS	22.00	1,350,000	1,920,950	2,819,205	3,541,536	4,227,419
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		103,275	146,852	215,669	270,927	323,338
Fringe / Employee Benefits		\$274,228	\$390,813	\$573,708	\$720,702	\$860,282
Retirement / Pension						
TOTAL PAYROLL TAXES AND BENEFITS		377,503	537,665	789,377	991,629	1,183,620
TOTAL PERSONNEL SERVICE COSTS	22.00	1,727,503	2,458,615	3,608,582	4,533,165	5,411,039
CONTRACTED SERVICES						
Accounting / Audit		\$105,000	\$108,150	\$112,294	\$116,438	\$120,582
Legal		\$5,000	\$5,150	\$5,300	\$5,450	\$5,600
Management Company Fee						
House Services		\$48,800	\$48,204	\$49,550	\$51,140	\$52,677
Food Service / School Lunch		\$18,603	\$20,607	\$18,419	\$47,561	\$56,687
Payroll Services		\$3,000	\$3,000	\$3,183	\$3,478	\$3,777
Special Ed Services		\$108,250	\$29,053	\$90,206	\$62,012	\$48,871
Titelment Services (e.g. Title I)						
Other Purchased / Professional / Consulting		\$47,201	\$51,056	\$51,735	\$55,710	\$60,688
TOTAL CONTRACTED SERVICES		329,354	326,309	333,906	358,529	383,287
SCHOOL OPERATIONS						
Board Expenses		\$5,000	\$5,150	\$5,300	\$5,450	\$5,600
Classroom / Teaching Supplies & Materials		\$10,950	\$17,100	\$22,800	\$28,050	\$33,150
Special Ed Supplies & Materials		\$1,950	\$7,350	\$10,050	\$13,450	\$17,450
Textbooks / Workbooks		\$42,000	\$45,200	\$47,600	\$49,600	\$51,200
Supplies & Materials other		\$17,950	\$8,925	\$10,275	\$11,275	\$12,075
Equipment / Furniture		\$20,100	\$28,200	\$31,310	\$32,772	\$35,425
Telephone		\$29,000	\$28,380	\$36,365	\$41,356	\$45,755
Technology		\$54,000	\$25,700	\$31,450	\$44,105	\$47,166
Student Testing & Assessment		\$5,300	\$9,285	\$11,617	\$14,806	\$18,117
Field Trips		\$3,180	\$4,890	\$6,570	\$8,130	\$9,690
Transportation (Student)		\$1,789	\$2,254	\$3,696	\$4,273	\$5,053
Student Services other		\$40,000	\$41,200	\$21,855	\$0	\$0
Office Expense		\$1,900	\$3,615	\$9,252	\$4,632	\$9,514
Staff Development		\$77,000	\$71,000	\$90,000	\$106,000	\$125,000
Staff Recruitment		\$15,000	\$15,450	\$15,014	\$16,395	\$16,883
Student Recruitment / Marketing		\$32,000	\$29,500	\$36,912	\$38,023	\$39,103
School Meals / Lunch		\$1,500	\$1,945	\$1,591	\$1,639	\$1,688
Travel (Staff)						
Fundraising		\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
Other						
TOTAL SCHOOL OPERATIONS		399,019	386,150	451,725	509,408	561,296

Neighborhood Charter School of Harlem PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD <small>*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.</small>						DESCRIPTION OF ASSUMPTIONS
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
Total Revenue	2,609,434	3,846,554	5,211,132	6,512,220	7,813,393	
Total Expenses	2,696,248	3,503,934	4,784,217	6,333,998	7,652,822	
Net Income (Before Cash Flow Adjustments)	(86,814)	342,620	426,915	178,222	160,570	
Actual Student Enrollment	106	163	219	271	323	
Total Paid Student Enrollment						
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
FACILITY OPERATION & MAINTENANCE						
Insurance	\$11,078	\$20,083	\$25,270	\$30,832	\$35,626	based on quotes from broker; premiums increase as school grows
Janitorial	\$1,272	\$1,956	\$2,628	\$3,282	\$3,876	maintenance supplies at \$12/student/year
	145,700	205,960	353,050	414,300	470,500	\$20 in rent per sqft in yr1-12 for incubation space, \$25 after for permanent space; soft projections based on classroom sizes of 625sq ft for Gen Ed, 425 for Nest
Building and Land Rent / Lease						renovation and construction: year 1 of \$25k is after \$50k in the pre-opening period
Repairs & Maintenance	\$36,000	\$51,000	\$52,430	\$54,106	\$55,728	
Equipment / Furniture						
Security	27,825	28,660	29,520	30,405	31,312	\$15/hour for 9 hours/day, plus 100 hours for events
Utilities						
TOTAL FACILITY OPERATION & MAINTENANCE	219,875	307,659	463,004	537,895	597,042	
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	\$25,000	\$25,000	\$25,000	\$500,000	\$800,000	\$25k dissolution fund for three years; reserve build up in years 4 and 5
TOTAL EXPENSES	2,696,248	3,503,934	4,784,217	6,333,998	7,652,822	
NET INCOME	(86,814)	342,620	426,915	178,222	160,570	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	106	163	219	271	323	
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	106	163	219	271	323	
REVENUE PER PUPIL	24,617	23,598	23,795	24,030	24,190	
EXPENSES PER PUPIL	25,436	21,497	21,846	23,373	23,693	
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	(86,814)	342,620	426,915	178,222	160,570	
Beginning Cash Balance	128,180	41,466	384,086	811,001	969,221	
ENDING CASH BALANCE	41,466	384,086	811,001	969,222	1,145,794	

Additional Attachments 1 & 2

Letters from Harlem community organizations

Opus 118

HARLEM SCHOOL OF MUSIC

Board of Directors

Nathaniel Sutton, *Chair*
Anka Twum-Baah, *Secretary*
Eric Woods, *Treasurer*
Cathy Callas
Nicole Cokley
James Fishman
Cathy Levy
Jennifer Kim Malsuzawa
Victoria Reese
Abby Beth Schneiderman
Rod Wilkins
De Juan V. Wilson

Advisory Board

Patti Austin
Emanuel Ax
Joshua Bell
John Blake, Jr.
Terence Blanchard
Regina Carter
Sarah Chang
John Dalley
Pamela Frank
Alban Gerhardt
Alan Gilbert
Richard Goode
David Grusin
Hilary Hahn
Quincy Jones
Joseph Kalichstein
Ida Kavalian
Christophe Landon
Jaime Laredo
Cho-Liang Lin
Yo-Yo Ma
Natalie MacMaster
Wynton Marsalis
Lincoln Mayorga
Robert McDuffie
Diane Monroe
Mark O'Connor
Itzhak Perlman
Toby Perlman
Anna Polonsky
Sharon Robinson
Judith Serkin
Leonard Slatkin
Marilyn Somville
Meryl Streep
Steven Tenenbom
Michael Tree
Nicholas Tzavaras
Maxim Vengerov
Peter Wiley
Pinchas Zukerman

Artistic Director of

Performance

Roberta Guaspari

February 25, 2011

Ruth Meyler
101 W 81st St
Apartment 316
New York, NY 10024

Dear Ruth

Opus 118 Harlem School of Music is a community-based nonprofit organization whose mission is to provide quality music instruction and teacher development in an environment that nurtures excellence and creativity. We provide music education for children in several Head Start programs and in four public schools and also offer after school classes in music performance. Our students have performed in many venues in Harlem, including Mount Sinai Hospital, International House, Columbia Medical Center, Harlem Studio Museum, The Academy of Arts and Letters and El Museo del Barrio,

This letter confirms that we have discussed collaborating with the Neighborhood Charter School of Harlem to provide music education in the school. We are excited about this proposed collaboration, which fits perfectly with our mission. We are looking forward to working with you to develop a detailed plan and a formal agreement once NCSH is chartered.

Sincerely



Catherine Meyers
External Relations Manager

HARLEM *artsalliance*
...fueling Harlem's cultural engine



Ruth Meyler
101 West 81st St
Apartment 316
New York, NY 10024

February 28, 2011

Dear Ruth:

Harlem Arts Alliance is a community-based nonprofit organization committed to nurturing the artistic growth and organizational development of artists and arts organizations primarily in Harlem and surrounding communities. We recognize that cultural organizations are essential to the growth and development of the well-being of Harlem and one of the strategies we use to nurture the arts in Harlem is to encourage HAA members to utilize their expertise, resources and contacts to integrate various arts and culture programs in educational and social service outlets throughout Harlem.

This letter confirms that we have discussed collaborating with the Neighborhood Charter School of Harlem to bring Harlem artists into the school to work with students. We are excited about this proposed collaboration, which fits perfectly with our mission. We are looking forward to working with you to develop a detailed plan and a formal agreement once NCSH is chartered.

Sincerely

A handwritten signature in black ink that reads "Kim George". The signature is fluid and cursive.

Kim George
Associate Director

Additional Attachment 3

Letter from YAI

460 West 34th Street
New York, NY 10001-2382

**YAI National Institute for
People with Disabilities**

Over 50 Years of Hope and Opportunity

Tel (212) 273-6100
Fax (212) 268-1083
www.yai.org

Board of Trustees

Chair

Eliot P. Green

Vice Chair

Sheldon F. Kwiat

Secretaries

Dr. Paul H. Levitz
Diana Ming Sung

Treasurer

Frederic Z. Konigsberg

Chairman Emeritus

Oakleigh B. Thorne

Trustees

Dr. Peter Blanck
Michael N. Block
Lee D. Chaikin
Charles M. Dombek
Marcella C. Fava
Lon Jacobs
Paul M. Koren
Jeffrey A. Lieberman
Lewis A. Lindenberg
Mimi Mendelson
Jeffery A. Mordos
Dr. Joseph Newirth
Dr. Arie Rimmerman
Theodore Shapiro
David B. Stafford
Matthew Winkler

Honorary Sponsors

Julian Bond
Jim Bouton
Rev. Dr. Calvin O. Butts, III
Robert B. Catell
Hon. Alphonse D'Amato
Ruby Dee
Hugh Downs
Margaret M. Foran
Livingston S. Francis
Karen L. Katon
Dr. Patricia J. Livingston
Hon. Steven Sanders
Sherri Shepherd
Gloria Vanderbilt
M. David Zurndorfer

CEO and President

Dr. Philip H. Levy

Chief Operating Officers

Stephen E. Freeman, L.C.S.W.
Thomas A. Dern, L.C.S.W.

Chief Financial Officer

Karen A. Wegmann, M.B.A.

March 9, 2011

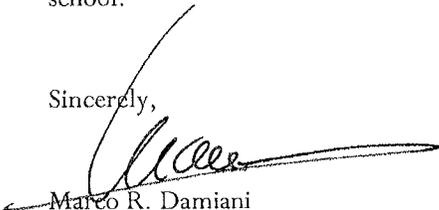
Ms. Ruth P. Meyler
101 West 81st Street, Apt. 316
New York, NY 10023

Dear Ruth:

This letter confirms that the YAI Autism Center, headed by Dr. Charles Cartwright, has developed a protocol with the planning team of The Neighborhood Charter School of Harlem (NCSH) to identify high functioning children on the autism spectrum (ASD) who would be appropriate for their program. The YAI Autism Center will conduct an independent screening of potential applicants based on this protocol and charge a fee to NCSH for its services.

YAI Network comprises seven renowned not-for-profit, independent health and human services agencies, including YAI/National Institute for People with Disabilities (YAI/NIPD), which serves people with disabilities and their families throughout the New York metropolitan area. Through our work we encounter many children with ASD who would greatly benefit from an inclusive school setting and we believe there is an urgent need for more high quality programs for these children in New York City. We look forward to working with NCSH to identify children who would be appropriate for their school.

Sincerely,



Marco R. Damiani
Senior Director
Clinical and Family Services

Additional Attachment 4

Letters from organizations working with pre-school children



Resources for Children with Special Needs, Inc.

February 18, 2011

New York City Department of Education
Office of Charter Schools
52 Chambers Street
New York, NY 10007

Board of Directors
Patrick Owen Burns
Chair
Ellen Miller-Wachtel
President
Owen P.J. King
Treasurer
Geraldine Telchin
Secretary

Laurie Abramowitz
Michael B. Exstein
Shoni E. Glusky
Donald L. Heymann
Richard Hofstetter
Jamie H. Klein
Laura Shapiro Kramer
Chair Emerita
Fredda Rosen

**Honorary Members
of the Board**
Katharine P. Darrow
Diana E. Herzog
Tondra Lyniord, L.C.S.W.
Joseph T. McLaughlin

Board of Advisors
Evan A. Davis
Kenneth K. Fisher
Fatima Goldman
Nina M. Hill, Ph.D.
Marion Katzive
Jay Kramer
Jeffrey Lyons
Ann Marcus, Ed.D.
Richard Murphy
Marko C. Remec
James T. Rowe
Sandy Rochelle Schachter
Penny Schneier
Elizabeth Sharpless, Ph.D.
Davida Sherwood, Ph.D.
Alan Wachtel, M.D.
Elaine Yudkovitz, Ph.D.

Executive Director
Rachel Howard

Associate Director
Helene F. Craner, L.M.S.W.

**Founding
Executive Director**
Karen T. Schlesinger

To Whom It May Concern:

I am writing this letter in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

Resources for Children with Special Needs serves families of children and young adults with all special needs – social, cognitive, physical, and behavioral – with a focus on the city's highest-needs families and communities, and the organizations that serve them. Through individual advocacy, specialized trainings and community awareness events, we connect families to community resources that meet their needs and help families obtain appropriate educational services for their children. Our mission and passion is to help parents navigate “the system” to secure the resources that will help their children reach their fullest potential.

We work with a number of families with pre-school age children through our workshops for the Turning 5 process and individual counseling. Through our work we encounter families who would benefit from a wider range of educational options, especially families with children with autism spectrum disorders.

We strongly support the creation of this and other charter schools that are committed to providing quality educational experiences for students with special needs in inclusive classrooms and we would gladly work with the NCS staff to make our families aware of the application and lottery process for their school.

Sincerely,

Rachel Howard
Executive Director

Cc: Patty Souslaff
Jean Mizutani

EARLY CHILDHOOD DIRECTION CENTER
New York Presbyterian Hospital
435 East 70th Street, Suite 2A New York, New York 10021 (212) 746-6175

March 3, 2010

New York City Department of Education
Office of Charter Schools
52 Chambers Street
New York, New York 10007

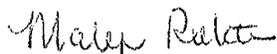
To Whom It May Concern,

This letter is written in reference to the charter application of the Neighborhood Charter School of Harlem (NCS).

As Director of the Early Childhood Direction Center (ECDC), an information and referral service for families and professionals about services for young children with special needs, I am very aware of the need for additional school options for families living in Harlem. We work with many families who struggle to find appropriate inclusive schools in their community that can meet their child's individual learning profile. This is particularly true for children who have autism spectrum related disorders and who would benefit from supportive social interaction and learning opportunities with their non-disabled peers.

ECDC staff currently share information about kindergarten programs with families who contact us for assistance with the transition process from preschool to school age special education services – we will be glad to include information with these families about the NHS application and lottery process.

Sincerely,



Marilyn Rubinstein
Director



ADVOCATES FOR CHILDREN

Helping children succeed in school

Advocates for Children of New York, Inc.
151 West 30th Street, 5th Floor
New York, NY 10001
Phone: (212) 947-9779
Fax: (212) 947-9790
www.advocatesforchildren.org

March 5, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Board of Directors

Jamie Levitt, President
Harriet Chan King, Secretary
Bary Ford, Treasurer
Paul Becker
Lauren Hammer Breslow
Kevin J. Cumin
Jessica Davis
Marjorie Glover
Roderick Jenkins
Jeffrey E. LaGueux
Sharon Mahn
Aurelia Martinez
Maura K. Monaghan
Mala Thakur
Lysa Vanible

Executive Director

Kim Sweet

Deputy Director

Matthew Lenaghan

Dear Sirs or Madames:

I am writing this letter in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

For more than 38 years, Advocates for Children of New York (AFC) has been speaking out on behalf of children most at risk of academic failure or school-based discrimination due to such factors as poverty, disability, race, ethnicity, language barriers, immigration status, homelessness, or involvement in the child welfare or juvenile justice system. We believe that all New York City children deserve an excellent public education, and we use integrated strategies to advance systemic reform, empower families and communities, and advocate for the educational rights of individual students.

Through our work on behalf of New York City's most vulnerable children, we encounter parents and families seeking a wider range of educational options for their children. Much of our work involves assisting children with special needs obtain the quality education they need and deserve in order to be successful.

Families with children with autism spectrum disorders would benefit from the creation of schools like the proposed one that are committed to the full inclusion of children with special needs and that provide a high-quality education for students from low-income communities.

Sincerely,

Kim Sweet

**Asperger
Syndrome
and
High Functioning
Autism
Association**

PO Box 916
Bethpage, NY
11714-0916

888.918.9198 phone/fax
www.ahaNY.org
info@ahaNY.org



A not-for-profit corporation

President

Patricia R. Schissel, LMSW

Vice President

Michael A. Buffa, Esq.

Board of Directors

Bill Braun

Susan Deedy, Esq.

Rosalie Edelson

Patricia Fitzgerald, M.S. CCC-SLP, TSHH

Bea Gravino

William Heslin

Carole N. Kalvar

Lynn Levine

Edward J. Nitkewicz, Esq.

Kenia Nunez

Bernice Pollinsky

Dan Rotella

Administrative Staff

Maureen Holohan

Joan Hourihane

Advisory Board

John Pomeroy, M.D.

Diane Adreon, M.S.

May-Lynn Andresen, R.N.

Tony Attwood, Ph.D.

Michael John Carley, M.F.A.

Michelle Dunn, Ph.D.

V. Mark Durand, Ph.D.

Valerie Gaus, Ph.D.

Lynda Geller, Ph.D.

Peter F. Gerhardt, Ed.D.

Temple Grandin, Ph.D.

C. Faith Kappenberg, Ph.D., LCSW

Ami Klin, Ph.D.

Brenda Smith Myles, Ph.D.

Jerry Newport, B.A.

Martin Schwartzman, CFE, CIE, CPCU

Stephen Shore, Ed.D.

Founding Members

Phyllis Francois (1988-2008)

Patricia Long

Maryann O'Shaughnessy

April 19, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Dear Sirs or Madames:

As President of the Asperger Syndrome and High Functioning Autism Association (AHA) I am very pleased to support the charter application of The Neighborhood Charter School of Harlem.

The mission of AHA is to increase awareness and knowledge of higher functioning autism among the professionals who diagnose, treat, educate or provide services; to attain appropriate educational programs, effective social skills training, increased social and recreational opportunities, meaningful employment, and sufficient and satisfactory independent living accommodations for those with high functioning autism; to develop a network of parents supporting one another through the challenges of daily life; and to provide parents and professionals with a forum for exchanging information.

Autism is a spectrum disorder that varies in degree from mild to severe with a wide range of needs. Those on the high functioning end are cognitively intact and may in fact have exceptional skills (e.g. memory, music, art or math) but are hindered from succeeding in school and in life by a range of difficulties which vary by individual. These can include:

- problems recognizing the nuances of social interaction
 - difficulty understanding other's feelings or emotions (but once aware will have an appropriate degree of compassion)
 - inability to maintain reciprocal (give and take) conversation
 - extreme literal use and interpretation of language
 - unusual speech patterns: repetitive speech, abnormal tone and/or volume, irrelevant remarks, stilted/formal manner, tendency to lecture others
 - easily upset by changes in routine
 - rigid, ritualistic behavioral patterns
 - fixation on one subject or object
 - repetitive movements, thoughts and/or speech emotional sensitivity and under/overreaction
 - fears and anxiety
 - hyper/hypo-sensitivity to sensory stimuli (sounds, light, taste, touch, odors, pain)
 - physical awkwardness
- problems with spatial awareness

Children with these traits can thrive in an academically rigorous environment provided they are given the supports they need, including explicit instruction in the social and emotional skills they lack. It is also very important that they have the ability to practice these skills with their typical peers. This is the best of all worlds; learning pragmatic (social language) skills from a trained speech and language professional and being able to practice those skills in the classroom, in the music room, on the playground with your team of teachers understanding what you are learning and how you are trying to incorporate it.

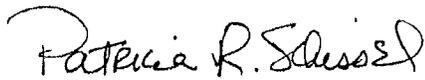
I am very familiar with the work of the professionals who are advising the planning team for The Neighborhood Charter School of Harlem. In particular, I have a strong profes-

sional relationship with Dorothy Siegel, the founder of the ASD Nest program, and Charles Cartwright, Director of the Autism Center at YAI Network. Dorothy Siegel has been a valued presenter at the AHA fall conference, now in its 20th year. This conference is geared to educators to help inform them of the strategies and practices used to include students with Asperger Syndrome and related conditions in the mainstream. The careful preparation and delivery that is part of the ASD Nest program are examples of the very best way to implement program. I hear first-hand from the many parents whose children participate successfully in the program and are members of the AHA community. The teacher training at Hunter during the summers is central to the program's success. Dr Cartwright has my respect and admiration for his knowledge, enthusiasm and sensitivity about this population. Based on their involvement and my conversations with the planning team, I am confident that NCS will provide a high quality program that uses the most promising strategies to address the needs of high functioning children on the spectrum. There is a tremendous need in New York City for programs of this type, especially in low income communities like Harlem. AHA runs 11 free support groups and a hotline that answers up to 2500 calls yearly. We are contacted daily by parents looking for programs to meet the needs of their children who are not being served in their regular public school settings. These youngsters have average to above average intelligence but are in school settings where the staff has not been trained to understand the autism spectrum. Children *without* behavior problems *develop* them when staff has insufficient or no training. Behavior problems turn into meltdowns, school phobia and worse in a population of able students whose needs can be met with good training.

AHA is eager to work with NCS to help NCS spread the word about their school to families whose children may be appropriate for the program through our website and email list of over 1800.

If you have any questions please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Patricia R. Schissel". The signature is written in black ink and is positioned above the typed name.

Patricia R. Schissel, LMSW
President
Asperger Syndrome and High Functioning Autism Association



The Mount Sinai Medical Center
Mount Sinai Hospital
Mount Sinai School of Medicine
Department of Psychiatry
alexander.kolevzon@mssm.edu

Alexander Kolevzon, MD
Assistant Professor of Psychiatry and Pediatrics
One Gustave L. Levy Place, Box 1230
New York, NY 10029-6574
212-659-9134

Mount Sinai
School of
Medicine
New York

April 5, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

To Whom It May Concern:

I am writing in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

The Seaver Autism Center for Research and Treatment at Mount Sinai School of Medicine is a translational research program that conducts studies to understand the etiology of autism spectrum disorders and to develop innovative treatments. Educating patients, families and the general public about autism is a major priority of the Seaver Autism Center and, to that end, we work with schools, advocacy groups and other community organizations to improve outcomes and advance treatments for autism and related conditions.

There is a tremendous need in New York City for more high quality programs for educating children on the autism spectrum. High functioning children, in particular, would benefit from an academically rigorous program with the kinds of social and behavioral supports that NCS will provide. We are eager to work with NCS to coordinate efforts to identify pre-school aged children, particularly low-income families from Harlem and surrounding neighborhoods, who would benefit from their program. We encounter a number of these children through their participation in our research studies. In addition, through our existing outreach infrastructure we can help NCS spread the word about their school to families whose children may be appropriate for the program.

If you have any questions please feel free to contact me.

Sincerely,

Alexander Kolevzon, MD
Clinical Director
Seaver Autism Center for Research and Treatment
Mount Sinai School of Medicine



New York University
School of Medicine

Karen M. Hopkins, MD
DEPARTMENT OF PEDIATRICS
DIVISION OF DEVELOPMENTAL-BEHAVIORAL PEDIATRICS
530 First Avenue – Suite 3A
New York, New York 10016
Phone: (212) 263-7455 Fax: (212)263-7112

April 29, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Dear Sirs or Madames:

I am very happy to be writing in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

I am currently Clinical Associate Professor of Pediatrics at the New York University School of Medicine, and a board-certified pediatric subspecialist in Neurodevelopmental Disabilities. I direct the Developmental Pediatric Clinics at Bellevue Hospital, and I am Chair of the New York State Early Intervention Coordinating Council. I have worked with children with special needs, including children on the autistic spectrum, for over 20 years.

I am sure you are aware that in recent years, an increasing number of children who present for diagnosis and treatment are on the autistic spectrum. Thus, I encounter many high functioning children on the autism spectrum. These children are often capable of academic work but lack social skills and pragmatic language skills and have behavioral and sensory issues. Parents of these children have tremendous difficulty finding suitable educational programs for them, particularly within the public school programs in the New York City Department of Education. Too often they are placed within community schools in regular education classrooms or CTT classrooms because they are capable of doing the work academically, but where the teachers, paraprofessionals, and other support staff lack the training needed to address their social, communication and behavioral needs. Other children are placed in self-contained classrooms, or in District 75 programs because they are classified as Autistic, but where they are not intellectually challenged and where their classmates may be much lower-functioning.

The program proposed by The Neighborhood Charter School of Harlem, to educate high functioning children on the autism spectrum in inclusive, academically rigorous classrooms with social and behavioral supports, is very much needed. Many of the patients we see would benefit

tremendously from such a program. In particular, the explicit teaching of social skills combined with the ability to practice those skills with their typical peers is essential to the development of these children. The opportunity for these children to be challenged to their intellectual potential within a classroom where teachers and other staff are able to support them is tremendous. Finally, the benefit to the typically-developing children from exposure to and interaction with children with special needs would be immeasurable.

I would be pleased to work with NCS in its efforts to reach out to families in Harlem and neighboring communities through providers of Early Intervention and other early childhood services in those areas. I fully support the charter application, and look forward to its first entering class.

If you have any questions please feel free to contact me.

Sincerely,

Electronically signed by Karen M. Hopkins, MD
Karen M. Hopkins, MD
Clinical Associate Professor of Pediatrics
Neurodevelopmental Behavioral Pediatrics



northside center for child development

New York City Department of Education
Office of Charter Schools
52 chamber Street
New York, NY 10007

April 26, 2010

To Whom It May Concern:

As Director of Northside Center for Child Development Day School, I am pleased to support the charter application for The Neighborhood Charter School of Harlem.

Northside Center for Child Development, Inc. has an esteemed history of providing a range of mental health and educational services for well over 60 years to the children and families in Central and East Harlem. It has been the overall mission of the agency to enhance full and positive self-development and to identify, emphasize and build on the individual strengths of children and their families. In addition to out-patient mental health services, services provided for children include both a center and home based Early Intervention Program for infants and toddlers 0-3 years; Special Education Services for pre-schoolers enrolled in both mental health day treatment and/or interim alternate bilingual Spanish classrooms; Special Education Services for School Age children 5-8 years with severe emotional needs; an off-site Early Head Start and Head Start program located in East Harlem serving young children 0 – 5 years and a host of related services including counseling, speech-occupational and physical therapies, and enrichment services such as gym, library and computer classes.

It is always our intention to provide children with the most appropriate and least restrictive educational settings. Through our work, we frequently encounter high functioning children on the autism spectrum who are capable of academic work, yet, because of social and behavioral challenges, would benefit from an inclusive environment that specifically addresses their social and emotional development needs. The Neighborhood Charter School of Harlem is able to provide those kinds of supports.

Northside Center for Child Development Day School is eager to collaborate with the staff of The Neighborhood Charter School of Harlem by informing our families of their school and services. We look forward to welcoming this school to the Harlem community.

If you have any questions, please feel free to contact me at (212) 426-3460.

Sincerely,

Rose Ann Harris, M.S.
Director, Northside Center for Child Development Day School

Northside Center
1301 Fifth Avenue
New York, NY 10029
(212) 426-3400
Fax: (212) 410-7561

Central Harlem Services
247-249 West 135th Street
New York, NY 10030
(646) 259-2000
Fax: (212) 694-4477

Susan Patricof Head Start Center
302-306 East 111th Street
New York, NY 10029
(646) 351-1300
Fax: (646) 351-1399

www.childrensvillage.org

April 19, 2010



Board of Trustees

Chair

William A. Krupman

Vice Chair

Michael Schaenen

Vice Chair/Treasurer

Paul H. Jenkel

Secretary

Janet I. Benton

Trustees

Lois S. Amend

Gregg Bienstock

Lois Bronz

Leonard Comberiate

Emma DeVito

Lt Col Norman A. Easy

Jirina Emerson

Debra L. Goldberg

Edward Gooding

William D. Hirshorn

David D. Howe

Kevin J. Life

John S. Lyons

James E. Mann

Thomas Martin

Robert Mattson

Susan Anspach Nobel

Jacqueline Plunetz, Ph.D.

Anthony Riggio

Robert S. Robbin

Mark Scherzer

David W. Smith

Shandi Speller

James M. Timko

Francine Vernon

Michael J. Woods

President and CEO

Jeremy C. Kohomban, Ph.D.

Trustees Emeriti

Margery Luce Johnston

Esther Ridder

Honorary Members

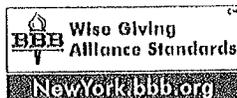
Fr. Benedict Groeschel

Stone Phillips

Accredited by

The Council on

Accreditation



New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Dear Charter School Authorizers:

I am writing on behalf of The Children's Village to support the charter application of The Neighborhood Charter School of Harlem. Central Harlem urgently needs more high performing schools to prepare its children to go to college and to make positive contributions to their community. We believe that high-functioning children with ASD's who are provided with appropriate supports can and will meet high academic standards and can greatly improve their chances of success in life. The Children's Village works with struggling families in Harlem who are involved in the foster care or juvenile justice systems and we operate a vibrant community center at the Polo Grounds Housing Community in Harlem. We understand the need for quality education, particularly with children who are struggling with developmental delays.

The Children's Village was founded in 1851 and today works with 7,000 children and families throughout the New York area. Our mission is to work in partnership with families to help society's most vulnerable children so that they become educationally proficient, economically productive, and socially responsible members of their communities. Children's Village is an innovative leader in strengthening youth who are among the most at-risk in New York's child welfare and juvenile justice systems.

The Children's Village and The Neighborhood Charter School of Harlem share a common vision to create brighter futures for at-risk children in Harlem and its neighboring communities. I fully support the mission of The Neighborhood Charter School of Harlem and strongly support its charter application.

Sincerely,

Jeremy Christopher Kohomban, PhD.
President and Chief Executive Officer

Additional Attachment 5

Request for Funding to the DOE with Exhibits A and B

*Neighborhood Charter School of Harlem
101 West 81st Street # 316
New York, NY 10024*

Recy B. Dunn
Executive Director
Charter School Office
52 Chambers Street, Suite 413
New York, NY 10007

January 27, 2011

Re: Special Funding Request for the Neighborhood Charter School of Harlem

Dear Mr Dunn,

I am the lead applicant for a charter school proposal that we intend to submit to the New York State Education Department (SED). As you know, we submitted an application to the New York City Department of Education (DOE) in May 2010 and submitted a second application to the SED, with the support of the DOE, in September 2010. Our application was not recommended to the Regents but we were encouraged to reapply, which we intend to do. We have submitted Letters of Intent to Apply to the SED and the DOE.

This letter is a request to the DOE to provide special funding for the school for the reasons that are set out below and replaces the letter sent to Michael Duffy in March 2010.

Introduction

The school that we propose will be a K-8 charter school located in Community School District 5 (Central Harlem) and opening in August 2012. The mission of the Neighborhood Charter School of Harlem (NCSH) is to provide the children of Harlem with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our students, who will include high functioning children with autism spectrum disorders, will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.

The School will take as its model the ASD Nest program currently being implemented in 14 New York City public elementary schools and two public middle schools. This very successful research-based program provides skilled, specialized, intensive instruction to high functioning children with autism spectrum disorders (ASD) in inclusive classrooms. The ASD Nest program has shown that high-functioning children who are provided with this kind of instruction can and will meet high academic standards and can greatly improve their chances of success in life. Typically developing children also benefit educationally and socially from the small classrooms, low student/teacher ratios and continuing positive behavioral support that the model provides.

Background

There is a pressing need for specialized, research-based educational programs for children with ASD in New York City.

The number of individuals diagnosed with ASD has increased dramatically over the last two decades. The latest data (December 2009) from the Center for Disease Control (CDC) estimates that approximately one in 110 children have ASD, a condition the CDC recognizes as an “urgent public health concern” warranting “concerted efforts [...] to address the many needs of affected persons and to provide coordinated support services which improve daily functioning and long-term life outcomes.”¹ Education is currently the primary form of treatment for ASD.² Recognizing the tremendous needs facing individuals with ASD, the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) and the SED, as co-chairs of the Interagency Task Force on Autism, examined the needs and issues facing New Yorkers with ASD and ways to provide supports and services more directly, efficiently and effectively. In January 2010, the Task Force submitted a report (2010 Task Force Report) of its findings and recommendations to Governor Paterson, the New York State Board of Regents, the leadership of the New York State Legislature and the Inter-Office Coordinating Council. The report contains 13 findings, among which are: *Finding 4*: Individuals with ASD need greater availability of evidence-based services and interventions to support them throughout the stages of their lives³ and *Finding 5*: Teachers need specialized training and expertise to meet the unique educational needs of pre-school and school aged students with ASD.⁴

The latest CDC data suggests that approximately 10,000 of the 1.1 million children in DOE schools have ASD. Of these, 30% - 40%, or 3,000 to 4,000 children, are likely to be considered high functioning. Many of these children are capable of meeting high academic standards but have historically been impeded from succeeding in inclusive classrooms because the teachers and other professionals in these settings lacked the specialized skills to address their behavioral challenges and impaired social skills. The ASD Nest program has been successful in addressing the needs of these children in inclusive classrooms using the latest research based strategies. However, ASD Nest currently serves only about 400 children. We believe that many other high-functioning children are among the approximately 6,000 children classified as having autism who are served by District 75. Others are among the approximately 100,000 children who are in full-time special education classes in neighborhood schools, often with individual paraprofessionals, in programs that are not tailored to their special needs.

Of the current ways that children with high functioning ASDs are being educated in New York City public schools, ASD Nest not only best addresses their needs but is also the most cost effective.

With the help of Dorothy Siegel, one of the founders of the ASD Nest program and currently the Director of the program, we have looked at the cost of the ASD Nest program compared with the

¹ <http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5810a1.htm>

² National Resource Council, 2001

³ The 2010 Task Force Report, see http://www.omr.state.ny.us/autism/images/hp_autism_interagencyreport.pdf

⁴ *Id.* at 21.

cost of educating similar students in District 75 or in special education classrooms in community schools. We believe that the ASD program is significantly more cost effective than either of these options, because it eliminates multiple paraprofessionals and instead uses two teachers in each classroom. The following table shows comparative staffing for the three models.

	Special education students per classroom	Special education teachers per classroom	Paraprofessionals (FTE = .4 teacher)	FTE teachers/child
Nest model	4	1	0	.25
District 75 model	8	1	4	.325
Community school model: CTT w/ para	10	1	1 "IEP" para for each child	.50

By replicating ASD Nest in a charter setting we will provide more high quality options to low-income parents of children with ASD in Harlem.

The ASD Nest program currently serves children who have been identified as having an ASD before they reach school age and who are admitted through the Turning Five process. Low income and minority children with ASD are less likely than their more privileged peers to be identified before they are in school⁵ and when they are identified, their parents are sometimes not as equipped to navigate the system to find good programs like ASD Nest. As a result, the low-income students are underrepresented in the ASD Nest program.⁶ The founders of the ASD Nest program are aware of this and it is a matter of concern to them.

We have created a partnership with the Autism Center of YAI Network (YAI) to conduct an extensive outreach program to find and identify Harlem families of children with ASD who may not have been previously identified and to make it easy for them to apply for our lottery. We will reach out with flyers to Harlem clinics, pediatricians, pre-schools, day care facilities and agencies serving low-income families and create a referral line at YAI that makes it easy for families to enter a process to determine whether their child is appropriate for our ASD program. Children who are appropriate for the program can enter a lottery for the eight places set aside for high-functioning children with ASD each year.

The 2010 Task Force Report found (Finding 2) that, "Throughout much of New York State, it is difficult for families to find and get appointments with professionals with the experience and expertise needed to evaluate and diagnose ASD. These difficulties delay early identification and treatment."⁷ According to a survey conducted by the Task Force many parents in New York find it "difficult to obtain information about specialists who are trained to conduct diagnostic evaluations for ASD and, once experienced specialists are located, families report lengthy

⁵ School District Resources and Identification of Children with Autistic Disorder; Palmer etc. 2005
Autism Diagnosis Comes Later for Blacks than Whites

http://reuters.com/news_article.jhtml?type=healthnews&StoryID=1731010

⁶ We have been informed that of the approximately 400 NYC children in Nest, only about 7 are from Harlem

⁷ 2010 Task Force Report at 15

waiting times prior to receiving an initial evaluation. The lengthy delays mean children remain undiagnosed.”⁸ The outreach and screening process we have created with YAI will provide timely, expert diagnoses to more families.

By offering a program modeled on the ASD Nest program in a charter school, we also increase the educational options for parents of children with ASD who are attracted to the strong school culture, high expectations and longer school day and year that our school will offer. Unlike traditional public schools, we will be able to select, train and reward teachers who are dedicated to our mission and deploy our resources in ways that support our mission. We can choose curricula that will be effective for our students and adapt flexibly and proactively to their needs. We will also be able to engage families more effectively because they will have chosen our school.

Request

We request a supplemental allocation of \$21,279 per student to allow us to adequately serve the specialized needs of our ASD students. We will admit eight such students each year. This amount represents the *additional* cost of providing specialized services to these students over and above the supplemental allocation for high needs special education students in charter schools, which is currently \$19,049 per student. Exhibit A lists these costs and shows how we have calculated our request. With the help of Dorothy Siegel we have calculated the actual cost of the ASD Nest program using the same categories. Exhibit B shows these costs, which are significantly higher.

The supplemental allocation provided to the New York Center for Autism Charter School (NYCACS) establishes a precedent for supplemental funding for high needs populations, particularly those with ASD.

NYCACS will receive an allocation in excess of \$80,000 per student in the FY2009-2010 school year.⁹ NYCACS’s request for a supplemental allocation was granted as a result of a policy decision of then Chancellor Klein to foster and nurture the development of the school, not only to further diversify school options as part of the DOE’s portfolio strategy, but also to support the school as a model for academic excellence in the provision of education to special needs students, particularly those faced with the developmental challenges of autism. We understand that this allocation was negotiated based on the cost of comparable programs in District 75, and the actual cost of providing services to NYCACS’s students. We have used the same approach in calculating our request.

In addition to our request for a special allocation, we would like to discuss two further issues with the DOE. First, we understand that the DOE has created a formula for calculating a periodic increase in the supplemental allocation for NYCACS to take account of rising costs over time. We would like to agree a similar formula. Also, we would like to discuss the cost of outreach and screening to find students who may be eligible for our set-aside places. We have decided to contract directly for these services because the existing services for preschool children have not generally been successful at identifying low-income children with ASD. However the costs will

⁸ *Id.* at 15

⁹ We have been in contact with the NYCACS and have verified this information

be substantial. We would like to discuss a system for reimbursing these costs.

By providing a supplemental allocation to NYCACS the DOE has made possible the creation of a model program for students with moderate or severe ASD. We request a similar (although significantly lower) allocation to allow us to create a model program that will complete the range of charter school options for families with children on the autism spectrum. We would welcome an opportunity to discuss this request with you.

Sincerely

(Ruth Meyler)

Ruth Meyler

Neighborhood Charter School of Harlem

	Salary	FTE	Cost per general education class	Cost per Nest Class	Cost per general education student in a class of 20	Cost for 12 general education students in Nest class	Additional cost of Nest class	Cost for 4 ASD students	Excess cost per ASD student
Teacher (gen ed)	\$60,000	1.0	\$60,000		\$3,000				
Teacher (1 sp, 1 gen)	\$60,000	2.0		\$120,000		\$36,000	\$84,000	\$21,000	\$18,000
Extra coverage	\$60,000	0.4					\$24,000	\$24,000	\$6,000
Speech ther.	\$75,000	0.3					\$22,500	\$22,500	\$5,625
Fringes @ 26%								\$17,550	\$7,703
Hunter training --@ \$4000 per staff member 3 staff/class								\$12,000	\$3,000

\$97,050 **\$40,328**

	Salary	FTE	Cost per regular class	Cost per Nest Class	Cost per general education students in a class of 20	Cost for 12 general education students in Nest class	Additional cost of Nest class	Cost for 4 ASD students	Excess cost per ASD student
Teacher (gen ed)	\$70,000	1.0	\$70,000		\$3,500				
Teacher (1 sp, 1 gen)	\$70,000	2.0		\$140,000		\$42,000	\$98,000	\$24,500	\$21,000
Extra coverage	\$70,000	0.4					\$28,000	\$28,000	\$7,000
Speech ther.	\$75,000	0.3					\$22,500	\$22,500	\$5,625
Soc wkr	\$83,000	0.2					\$16,600	\$16,600	\$4,150
Case conf's (2 classes) (per session fees)	\$42						\$28,560	\$14,280	\$3,570
Fringes @ 26%								\$23,816	\$9,822
NYU support - \$400,000/350 students								\$4,571	\$1,143
Hunter training -- \$300,000 for 75 staff - 3 staff/class								\$12,000	\$3,000

\$146,267 **\$55,309**

Additional Attachment 6

Confirmation of Walton Family Foundation grant

new ideas, better schools



To whom it may concern;

As the local grant partner for the Walton Family Foundation, the New York State charter Schools Association serves in an advisory capacity identifying high quality charter applicants for potential funding through the family Foundation, overseeing a grant review panel and associated interview process, at the successful completion of which schools may be forwarded to the Walton family foundation with a recommendation for funding and may be approved or rejected by the Foundation board. Neighborhood Charter School of Harlem was identified as a high potential charter applicant and has received pre authorization funding from the Foundation and has successfully passed through the interview phase with a recommendation for funding from the Walton Grant Committee, contingent on successful progression through the authorization process. They have received \$50,000 already and have tentative pre-approval for the balance of a Walton start up grant, equaling an additional \$200,000. The balance is contingent upon NCSH receiving final charter authorization as well as a vote by the Foundation board, as the grant committee. Thus far every application recommended for funding by the NYCSA Walton Grant Committee to the Foundation Board has been approved, though explicitly the final decision is with the Board and the Grant Committee functions in a strictly advisory capacity. I manage the Local Grant Committee work in NY and am happy to answer any questions or provide follow up.

Thank you for your time and consideration of this matter

Dirk Tillotson
Manager, NY local grant partner, Walton Family Foundation
Director, New School Incubator
347 545 1776

915 Broadway, Suite 110, Albany, NY 12207
Office 518.694.3110 Fax 518.694.3115
www.nycsa.org

Additional Attachment 7

Letter confirming ability to obtain insurance



September 13, 2010

To Whom It May Concern:

**RE: Insurance Coverage for the Neighborhood Charter School (NCSH)
Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to provide insurance services for the NCSH. Our division specializes in Charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of New York as required by law. Our program utilizes the following carriers which are admitted in the State of NY: Philadelphia Insurance Company, The Hartford, and Chartis.

On behalf of the NCSH, the following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate:

Coverage	Limit
General Liability	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella / Excess Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis
Student Accident Coverage	Primary \$25,000 limits and CAT option at \$5,000,000

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto	\$ 3,772.00
Directors & Officers / Employment Practices	\$ 2,000.00
Property (Assuming leasing only \$100k contents)	\$ 2,500.00
Excess \$10 million Limits	\$ 890.00
Workers Compensation	\$ 3,750.00
Student Accident	\$ 1,166.00
total	\$ 14,078.00

Exposures: Based on 106 students, 21 employees, payroll of \$500,000

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
School Board Legal/Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,

Tom Boobar

Digitally signed by Tom Boobar
DN: cn=Tom Boobar, o=CharterSafe, ou,
email=tom_boobar@ajg.com, c=US
Date: 2010.09.19 21:35:56 -07'00'

Tom Boobar, MS, MBA, REHS, CSP
Area Vice President Arthur J. Gallagher Insurance
License #0726293