

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM
FULL APPLICATION TO THE NYSED
Submitted September 22, 2010

INTRODUCTION

This Application includes the Prospectus submitted to the New York State Education Department (NYSED) on August 16, 2010, which is incorporated by reference and is referred to as the Prospectus.

I. EDUCATION PLAN

I.A. Curriculum and Instruction

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

We will use curricula that are consistent with our mission and education program.

NCSH's educational plan will focus intently on bringing all students, including students with disabilities and English Language Learners (ELLs) to proficiency in the four core subjects, English Language Arts (ELA), math, social studies and science using curricula that combine rigorous direct instruction in essential knowledge and skills with opportunities for independent work and problem-solving. NCSH will use commercially available curricula as the basis for instruction in the core subjects and will either use commercially available curricula or will develop curricula for the remaining subjects identified by NYSED. These are Career Development and Occupational Studies (CDOS), Health, Family and Consumer Sciences, Physical Education, Technology Education, and the Arts. CDOS, Technology and Family/Consumer Sciences will be integrated throughout the curriculum. We do not currently propose to offer a language other than English (LOTE) during our first charter period. We will revisit this decision after the first two years of our charter.

Criteria for selection of commercially available curricula

We have chosen the commercially available curricula that we will use based on our mission. The principal criteria that we used are:

- Alignment with the New York State (NYS) standards;
- Research-based curricula with evidence of success in raising achievement in urban schools;
- Experience of success with students with autism spectrum disorders;¹
- Embedded assessments that allow quick identification of students who are struggling;
- Curriculum units that develop independent thinking through making individual choices (for example, in writing workshops) and through real-life problem solving;
- Curricula that encourage the development of critical thinking skills by introducing more complex concepts and encouraging higher order thinking;
- Curricula that build in multiple opportunities for student interaction and cooperation to practice and strengthen social skills.

We have also chosen, as far as possible, curricula with which our teachers are likely to be familiar. We have done this to reduce the many demands on new teachers in a start-up school. We will review our curricular choices at least annually based on school-wide achievement data and will make changes as appropriate during the period of our charter.

The curricula that we have chosen will provide a clear and coherent framework for teaching and learning and will ensure alignment with the NYS standards and testing program.

Reading

NCSH will use Teachers College Reading and Writing ("TCRW") as the primary curriculum for ELA. This balanced literacy curriculum is widely used in New York City schools and has been credited with

¹ As described in the Prospectus and Section I. C. NCSH will offer a specialized program for these students,

raising ELA scores in the NYS tests in the last few years.² It is also used in many schools with ASD Nest programs.³ The balanced literacy approach systematically addresses each of the elements of literacy by explicitly teaching phonics, and decoding skills as well as vocabulary and comprehension using a variety of instructional methods, including read-aloud, shared reading, guided reading and partner reading. Independent reading is emphasized. Whole class and small group instruction will be balanced throughout the day. Various opportunities will be created for students to collaborate and talk about their learning in small groups. This allows students to solidify their learning and teachers to assess their understanding as well as providing important opportunities to practice social skills.

Writing

The writing program is closely coordinated with the reading program and uses mini-lessons, workshops and interactive writing. One of the fundamental components of the writing process is offering choice to students. In writing workshops, students 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. Interactive writing will also promote social interaction.

Vocabulary

It is well established that low-income children often have limited word knowledge compared with their more privileged peers and also that general vocabulary knowledge is the single biggest predictor of reading comprehension.⁴ 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.⁵

Reading Intervention

TCRW includes multiple ways to differentiate instruction and to address the needs of struggling students as well as English Language Learner (ELL) students. If additional interventions are needed we will use 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 necessary, we will also use a program specifically targeted to ELL students such as Rigby On Our Way to English.

Mathematics – core curriculum

NCSH's core curriculum for Math will be Everyday Mathematics. This research-based program developed by the University of Chicago School Mathematics Project, uses a balanced approach, combining direct instruction in mathematical facts and skills with developing conceptual understanding. The program focuses on real-life problem solving and asks students to communicate their own mathematical thinking. Mathematics will be taught using various forms of instruction, including whole-group instruction as well as small groups, and activities with partners or individually. Manipulatives will be used extensively to develop and reinforce students' understanding of mathematical concepts.

Mathematics – supplemental curriculum

Everyday Mathematics uses a spiraling approach, providing multiple exposures to important concepts and skills, often over more than one grade level. While we believe that this approach is important in promoting long-term retention, it has been criticized on the basis that it does not provide enough time for practicing each skill as it is learned. We will add more time for practice and supplement Everyday

² <http://www.readingandwritingproject.com/about/success-story.html>

³ The ASD Nest program is a very successful specialized inclusion program for high-functioning students with autism spectrum disorders that currently operates in 14 New York City public elementary schools and two middle schools. It is described in more detail in the Prospectus and in Section I. C. NCSH will offer a program for high-functioning students on the autism spectrum modeled on this program.

⁴ Hart and Risley: "*Meaningful Differences in the Everyday Experience of Young American Children.*" Brookes Publishing 1995.

⁵ <http://teacher.scholastic.com/products/texttalk/research.htm>

Mathematics with TERC Investigations in Number, Data and Space. This program focuses on in-depth understanding of content and provides opportunities to practice skills and concepts in a variety of ways and in different contexts.

Social Studies

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. It emphasizes the development of the knowledge and skills needed for students to become responsible citizens. 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. We emphasize background knowledge because research has shown that there is a strong correlation between background knowledge and achievement, particularly in reading comprehension.⁶ Co-teachers in each classroom will be responsible for planning lessons that help students make connections between the subject matter being taught in core subjects and in our Arts curriculum.

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 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."⁷ 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.

We will develop curricula for non-core subjects that are aligned with NYS standards.

The Arts

NCSH will offer students a variety of opportunities to experience the visual arts, dance, drama and music, as required by the NYS standards, with a particular emphasis on music and drama. The experience of the ASD Nest program shows that students with autism spectrum disorders (ASD) are often particularly responsive to these art forms. We expect to collaborate with one or more of the many arts organizations that bring Arts programs into New York City public schools.

Technology

Technology will be built into the curriculum in every subject so that students develop familiarity with different applications and confidence in using them. We will use the NETS standards developed by International Institute for Technology in Education to inform our technology program as well as the NYS standards.⁸ While they are not designed for very young students, these standards provide useful performance indicators in the areas of creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision-making, digital citizenship and technology information and concepts. NCSH will use these performance indicators as a framework to develop age-appropriate performance indicators for our technology program.

Health and Physical Education

Because childhood obesity is a major problem in Harlem,⁹ our education program emphasizes physical education. 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 based on the NYS standards with a special emphasis on healthy eating. We will provide a healthy snack daily, will take field trips to a farmers market if possible and hope to be able to provide after-school cooking classes using healthy ingredients, working with a community organization. We will also emphasize physical activity, with a recess period and two short movement breaks daily as well as a three

⁶ Marzano: "What Works in Schools." ASCD 2003.

⁷ <http://lawrencehallofscience.org/foss/>

⁸ <http://www.iste.org/AM/Template.cfm?Section=NETS>

⁹ 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>

physical education periods a week. The program will provide students with the knowledge and skills necessary to establish and maintain physical fitness, participate in physical activity and maintain personal health. They will be expected to understand and apply this knowledge in the context of their own lives and to be able to explain the principles of a healthy lifestyle to others.

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

NCSH has developed a complete set of ELA and math exit standards that are mapped to NYS standards and indicators, for kindergarten and third grade. For space reasons, we cannot include all of these standards in this narrative. Sample exit standards for ELA and math are set out below.

Kindergarten ELA Standards – Reading Fundamentals

Demonstrate listening comprehension of more complex text through class and small group discussions.
Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
Recalls details after hearing a story.
Read emergent storybooks.
Demonstrates left to right order in reading.
Claps out syllables.
Complete a predictable text orally.
Independently select reading level appropriate literature to read.
Recognize if words begin the same.
· Re-reading/Analyze, critique, evaluate, synthesize, visualize text and information
· Asking questions/Self-question/Drawing Conclusions
· Summarize/ paraphrase/restate
· Making predictions/outcomes/Inferences/ Judgments
· Comparing information
· Relating new information to prior knowledge and experience
Identify the front cover, back cover, and title page of a book.
Follow words read aloud from left to right and from top to bottom of the page.
Know that print is spoken words written down and has meaning.
Recognize that sentences in print are made up of separate words.
Distinguish letters from words.
Recognize and name all upper and lower case letters.
Match capital and lower case letters.
Identify the main idea/supporting details of stories.
Identify the main Idea (stated/unstated) of stories.
Use the patterns in books to figure out stories.
Identify that books are similar to each other and explain why.
Use voices, faces, and gestures to help them read carefully and with more expression in Storytelling Reading Clubs.
Identify Fact or Fiction.
Identify Fact/detail.
Identify Proposition/support.
Identify Purpose for reading.
Identify Text Structure.
Identify Informational text.
Identify Narrative Text.

Compare/contrast.
Identify Cause/effect.
Identify Problem/solution.
Identify Sequence/Chronology.
Reflect on reading growth and set goals for reading accomplishments.

Third Grade ELA Standards – Reading Strategies

Listen to, read and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials and online information.
Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
Exhibit awareness of how text features are used to convey meaning.
Monitor own reading: self-questioning, re-reading, adjusting speed, and apply prior knowledge.
Apply critical analysis strategies to determine text characteristics.
Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.
Employ study strategies to gain information.
Independently select reading level appropriate literature to read.
Use a variety of strategies for comprehension when thinking about reading, and reflect on how these strategies aid own reading comprehension (meta-cognition) to interpret, evaluate, appreciate, and construct meaning from print materials. Examples: making predictions, relating new information to prior knowledge and experience, visualizing, monitoring and self-correcting own reading, summarizing, generating and responding to essential questions, using text structure and features.

Kindergarten Math Standards – Addition and Subtraction etc.

Addition and Subtraction Procedures
Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of single-digit whole numbers.
Add numbers using manipulatives for numbers up to 6.
Algebraic Notation and Solving Number Sentences
Read and write expressions and number sentences using the symbols +, -, and =.
Comparing and Ordering Numbers
Compare and order whole numbers up to 30.
Data Analysis
Use graphs to answer simple questions.
Data Collection and Representation
Collect and organize data to create class-constructed tally charts, tables and bar graphs.
Draw a set of objects to 20.
Equivalent Names for Whole Numbers
Use manipulatives, drawings and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20.

Third Grade Math Standards – Addition and Subtraction etc.

Addition and Subtraction Facts
Demonstrate automaticity with all addition and subtraction facts through 10+10.
Use basic facts to compute fact extensions such as 80+70.
Given an addition/subtraction word problem, write a number sentence to solve.
Addition and Subtraction Procedures
Use manipulatives, mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of whole numbers and decimals in a money context.
Describe the strategies used and explain how they work.
Solve 3-digit subtraction with regrouping.
Given an addition/subtraction problem, round and estimate sum/difference.
Solve addition and subtraction problems, including word problems, involving two- and three-digit numbers with and without regrouping.
Algebraic Notation and Solving Number Sentences
Read, write and explain number sentences using the symbols +, -, X, /, =, >, and <; solve number sentences.
Write expressions and number sentences to model number stories. Given a number sentence, supply the missing addend.
Area, Perimeter, Volume and Capacity
Describe and use strategies to measure the perimeter of polygons; count unit squares to find the areas of rectangles.
Comparing and Ordering Numbers
Compare and order whole numbers up to 1,000,000.
Use manipulatives to order decimals through hundredths
Use area models and benchmark fractions to compare and order fractions.
Compare two numbers using the following symbols (<,>, or =).
Find the mode of a set of numbers.
Demonstrate number sense by comparing, ordering, and expanding whole numbers through 9999.
Demonstrate proficiency of number facts.

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 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.

NCSH has prepared a detailed curriculum crosswalk for each of the core subjects in each grade. The crosswalk is aligned to the NYS learning 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. This crosswalk will provide a framework for an ongoing process of curriculum mapping and modification to ensure that all of our students are able to meet and exceed the NYS learning standards. 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.¹⁰ Under the supervision of the Director of Curriculum and Instruction (DCI) teachers will examine the NYS standards and items from the prior year’s actual state tests, in grade level teams during the summer professional development period. They will work backwards from the standards, or, in testing grades, the state tests to create

¹⁰ Paul Bambrick-Santoyo: *Driven by Data. A Practical Guide to Improve Instruction.* Jossey-Bass 2010

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. The leadership team will analyze the results of both interim assessments and NYS tests and will make modifications to the school's curricula if necessary to ensure that standards are met. Once the timetable for implementation of the Common Core State Standards is known, NCSH will prepare a plan for modifying curriculum and instruction to prepare students to meet the new standards.

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

We have researched instructional practices used by high-performing charter schools to bring students to proficiency and close the achievement gap.

NCSH will use proven research-based instructional strategies to bring all of its students to proficiency. Strategies will be varied throughout the day to maximize learning and address the different needs of different students. Teachers will also vary the strategies they use in response to frequent formative and regular summative assessments. The following are the key strategies that teachers will employ.

Direct instruction in essential knowledge and skills

NCSH will emphasize direct instruction in essential skills and knowledge, especially in ELA and math. In ELA, for example, we will explicitly teach phonics, decoding skills, vocabulary and comprehension. In math, we will ensure that students are able to perform basic operations such as the ability to count, perform mathematical operations, and recognize patterns of both numbers and shapes. Teachers will set clear goals for students and make sure that they understand these goals. Instruction will be focused with brief and clear explanations and will follow an ordered sequence. Lessons will be carefully structured. Teachers will check for understanding frequently. Students will have many opportunities for practicing what they have learned, including homework for all students from kindergarten onwards.

Opportunities to develop critical thinking and problem-solving skills

NCSH will balance direct instruction with instruction that provides students with opportunities to apply the concepts that they have learned to new situations. The curricula that we have chosen offer many such opportunities. For example, students will develop reading comprehension through activities such as retelling stories in their own words or working in a small group to dramatize a text. In writing workshops they will develop their own ideas for a written piece and present the finished product to their peers.

Small group instruction

Our staffing plan, which provides for two teachers in each classroom, will allow us to provide small group instruction during much of the day. Small groups facilitate differentiation and will also 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. In ASD classrooms, groups will also be used to enhance social skills and encourage peer modeling and interaction.

Differentiated instruction

Teachers will use multiple instructional strategies in order to differentiate instruction for students with different needs as demonstrated by frequent formative assessments. Flexible grouping will be a key strategy. 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. Teaching strategies may also include adjusting explanations and questions and providing opportunities for student-selected activities to engage all students.

Instructional strategies for English Language Learner (ELL) students

NCSH will use the Sheltered Instruction Observation Protocol (SIOP) to make content comprehensible to ELL students. This protocol includes strategies for classroom organization, including assignment to small groups, the use of supplementary materials such as charts, graphs and manipulatives, and instructional strategies. Teachers will be trained in the specific strategies for engaging ELL students that are set out in the NYSED Office of Bilingual Education guide entitled *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for all Teachers*.

Response to Intervention program

NCSH will use a Response to Intervention (RTI) model to address the needs of students who are struggling academically. Students who are identified as needing additional help will be assigned to level 1 and will receive interventions 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. The DCI or the Director of Special Education (DSE) may participate as teachers in level 2 interventions. If frequent assessments show 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. 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

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*.¹¹ This book is based on Mr Lemov's observations over a long period of teachers who are particularly effective at increasing student achievement. It describes instructional techniques that teachers can easily implement in their own classrooms, many illustrated by video clips on the DVD included with the book.

Autism-specific strategies

As described in the Prospectus, NCSH will admit eight high-functioning students with autism spectrum disorders (ASD students) in each grade, using a lottery set-aside. Autism spectrum disorders are characterized by impairments in the areas of socialization, communication and restrictive and repetitive interests and behaviors. Although many students with high functioning autism are capable of accessing the general education curriculum, many 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. NCSH's program will address the unique needs of these learners using a variety of strategies based on those used in the ASD Nest program. These strategies are described in detail in an article published in the journal *Teaching Exceptional Children* in the fall of 2009.¹² They are summarized below. The detailed information generated by our identification process (described in the Prospectus) will allow us to plan for the needs of individual ASD students before they enter the school.

Modification of the classroom environment. Many ASD students have difficulty with sensory processing. In order to minimize distraction and sensory overload classrooms are organized to reduce visual stimulation and different areas are clearly demarcated. Classrooms are provided with a quiet "calming corner" to facilitate self-regulation.

Individualized behavior supports. Students are 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

¹¹ Doug Lemov: *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass 2010

¹² Koenig, Bleiweiss, Brennan, Cohen and Siegel: *A Model for Inclusive Public Education for Students with Autism Spectrum Disorders* Teaching Exceptional Children Sept/Oct 2009.

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

Instructional techniques. Teachers 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, 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.

NCSH has allocated significant resources to professional development, including two weeks 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 during the school year, unless they are already skilled in autism-specific strategies. The strategies used to teach social cognition and self-regulation skills to ASD students will be generalized to the school as a whole as described below.

Professional development plan.

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 data from interim assessments, the TerraNova and DIBELS and the NYS tests 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. During the first year, the school’s professional development priorities will be (i) creating a culture of high academic expectations (ii) building data analysis capacity so that all teachers become expert at using data to drive instruction (iii) introducing teachers of general education students to strategies for teaching social cognition and self-regulation skills (iv) building understanding of our chosen math and literacy curricula (v) training teachers in strategies for instruction ELL students and (vi) developing teachers’ instructional skills.

Creating a culture of high academic expectations

High expectations for each one of our students are a key element of our mission and school design and creating such a culture is one of the most important responsibilities of the Head of School. This culture will be fostered in the course of all of the professional development activities described in this section, during weekly professional development blocks and throughout the school day by constant reference to the school’s mission. In addition, every teacher will be required to visit a Harlem charter school, such as the Harlem Success and Harlem Promise schools, that has succeeded in creating such a culture.

Building data analysis capacity.

Teachers will participate in a day-long workshop in the analysis of assessment data during the two week professional development period in August. If possible the workshop will be conducted by an acknowledged expert such as Paul Bambrick-Santoyo. 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.

Introducing teachers to strategies for teaching social cognition and self-regulation

During the first year, the school will develop a program to adapt and generalize the social cognition and self-regulation supports provided to ASD students for all students, using workshops lead by special education teachers who have participated in the Hunter College classes referred to above. General education teachers will also have the opportunity to observe trained teachers as they implement these supports in ASD classrooms. As discussed in the Prospectus, NCSH intends to develop this program into a formal curriculum for teaching social cognition and self-regulation skills to students who are not on the autism spectrum in partnership with a low-performing traditional public school.

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 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.

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*.

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. During the professional development period in August, each teacher will be required to read Doug Lemov's book, referred to above, to watch the accompanying DVD and to select a technique to incorporate into his or her practice during the following two months. The DCI will provide feedback on the use of the technique during regular classroom observation. After two months, each teacher will select a new technique, so that each will have learned to use four new techniques at the end of the first year.

I.B. School Calendar and Daily Schedule

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, with explanatory notes.

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 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 New York City Department of Education (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.

I. C. Target Population

Anticipated Enrollment Table¹³

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	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
6th					
7th					
8th					

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

Enrollment projections by grade are realistic.

NCSH's school design requires three classes in each grade. Two of these will be ASD classes each with four ASD students in grades K-2 and five ASD students in grades three and above. These classes will have eight students who are not on the autism spectrum (but may have other disabilities or be ELLs) in kindergarten and twelve such students in first grade and above. The third class in each grade will have 25 students. NCSH will open with three kindergarten and three first grade classes and will add three kindergarten classes each year after the first year. Consequently, NCHS will enroll 16 ASD students and 90 other students in its first year and eight ASD students and 41 other students in kindergarten in each of the following years. NCSH plans to add students to replace students who leave the school in grades K-2 and in grade 5 (including ASD students), but not in grades 3 and 4. We have chosen not to replace students in these grades because we believe that it becomes more difficult to add new students both culturally and educationally as they become older. However, we will add students in fifth grade because this is a natural transition point. In addition NCSH plans to add two additional ASD students in third grade. We plan to admit new students at this stage because there is evidence¹⁴ 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 new students can be assimilated successfully based on actual experience of our ASD program.

See Section II.E for evidence that we will be able to recruit the number of both ASD students and other students set forth in our enrollment plan.

Enrollment plans for each year of the charter are realistic.

We have assumed 7% attrition of non-ASD students in grades 3 and 4 based on the experience of charter schools with which we are familiar and which have influenced our program including Explore Charter School, Leadership Prep Charter School and Excellence Boys Charter School. New York State United Teachers has estimated the average attrition rate of charter schools in the state at 8-10%.¹⁵ Kim Gittleson of Gotham Schools has calculated that on average 6% of students in NYC charter schools leave during the school year, but points out that this number does not include students who do not return after the

¹³ As instructed, we have not included enrollment for grades six through eight as these grades are not included in the initial 5-year charter period.

¹⁴ Alison Cook. "Autism Diagnosis Comes Later for Blacks than Whites" http://reuters.com/news_article.jhtml?type=healthnews&StoryID=1731010

¹⁵ A \$2 Billion Decision. NYSUT April 27 2010

summer.¹⁶ However, a review of Ms Gittleson's data shows that the attrition rate varies enormously between schools, with the "no excuses"¹⁷ schools on which NCSH is modeled experiencing low rates. We have assumed no attrition of ASD students based on the experience of the ASD Nest program. Dorothy Siegel, the Director of the program, analyzed retention rates for an unpublished grant application in 2009.¹⁸ 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 assimilated.

The proposed mission, curriculum, teaching methods and services will meet the needs of the target population.

Our 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.

Our target population is low-income and largely African-American and Hispanic/Latino. 15% of our students will be high-functioning students on the autism spectrum and we estimate that an additional 8% will be other "high needs" students with disabilities. By "high needs" we mean students who require services more than 60% of the day. We estimate that 11% of our students will be ELLs.

Our curriculum, teaching methods and services combine proven best practices used by high-performing charter schools that enroll very high percentages of African-American students and students eligible for free and reduced lunch, with the practices of the ASD Nest program, a successful program for students with autism spectrum disorders.

The best practices of high-performing charter schools that we will adopt are described in Section I. A. They include (i) a rigorous academic program using curricula that have been shown to increase academic achievement (ii) a school culture of high academic expectations (iii) an orderly school environment that allows students to focus on learning (iv) a longer school day and year (v) two teachers in every classroom (vi) extended time for ELA and math (vii) a data-driven instructional model (viii) on-going high quality professional development and (ix) a partnership with students' families. These practices have been shown to increase achievement for students with disabilities and ELL students as well as other students. In order to meet our mission to graduate students who are independent learners and critical thinkers, we have chosen curricula that combine direct instruction in basic skills with many opportunities for independent work and for applying their skills to solving new problems.

The best practices of the ASD Nest program are also described in Section I.A. They include (i) specialized training for all teachers working with ASD students, including general education teachers and speech pathologist (ii) small classrooms with a research-based mix of ASD and other students (iii) modified classrooms (iv) specialized instructional techniques and (vi) SDI classes.

The combination of a no excuses school model and a specialized program for ASD students is unique and will increase academic achievement both for ASD students and for other students. ASD students will participate in a rigorous curriculum that develops their intellectual strengths while receiving specialized supports to minimize their deficits and will respond to the "no excuses" model because it meets the strong need for order and predictability that is characteristic of autism spectrum disorders. Other students, including students with other disabilities and ELLs, will also participate in a rigorous academic curriculum and will receive specific instruction and practice in academic and social problem-solving,

¹⁶ <http://gothamschools.org/2010/04/29/in-and-out-charter-school-transfers/>

¹⁷ As used here, "no excuses" refers to a school climate in which the school leadership and faculty have high academic expectations for all students and use measurable goals, regular testing, parent collaboration in making the home a center of learning, and a commitment to working as long and as hard as it takes to meet academic expectations.

¹⁸ Dorothy Siegel: *Q&A – The ASD Nest Program*. March 2009

social cognition and self-regulation skills as part of a program adapted from the SDI curriculum. There is evidence that many children who are not on the autism spectrum, especially children from low-income families, lack these skills and that this negatively impacts their ability to achieve academically. 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”.¹⁹ 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.

I. D. Assessment

Describe the school’s approach to assessment.

The use of data to drive instruction is a key element of NCSH’s educational program.

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 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, either internally created or a system such as Power School 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 DCI 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 in the state-wide system of assessment and accountability.

¹⁹ Evans and Rosenbaum. “Self-Regulation and the income-achievement gap.” Early Childhood Research Quarterly. 2008.

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, if it is reinstated. 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 (NYSSLSAT) annually. The school will comply with all NYSED reporting requirements, including reports required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB) and other the reports required by the NYS Accountability and Reporting system. The school will also comply with the reporting requirements of the federal Individuals with Disabilities Education Act.

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.

NCSH 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 for each grade (see examples in Section I. A and Attachment 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. All students will also take the TerraNova 3 test in Reading, Language and Mathematics each year. This test provides nationally normed information about student performance and measures student growth from year to year. In grades K-2 we will also use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to measure reading fluency and decoding skills. Students identified as ELL will take the NYSESLAT annually. 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 NYSESLSAT 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.

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 when NYSED publishes its forthcoming guidance document.

The NYSED has stated, under the heading “Application Process and Review Phases” in the Application Kit that it expects to provide further guidance concerning a “performance (accountability) plan.” NCSH welcomes this guidance which we believe is necessary in the context of the changes this year to the NYS tests and NYSED’s forthcoming comprehensive system for measuring student growth.²⁰ We will develop a comprehensive Accountability Plan in consultation with the NYSED once the guidance is published.

The Accountability Plan will include “status and growth” measures.

We expect the Accountability Plan to include at least the following measures and goals:

The DOE School Progress Report. The DOE prepares a School Progress Report (the Progress Report) annually for each school in New York City. The Progress Report includes measures of school environment, student performance and student progress using performance on the NYS tests. The performance section measures “status” namely student performance on the tests in a single year. The progress section measures student growth and, starting with the 2009/2010 school year, will use a new measurement system based on “growth percentiles.” The Progress Report compares each school with schools that are demographically similar as determined by the DOE using a “peer index.” Unless otherwise agreed with the NYSED, our Accountability Plan will include the following goals as measured by the Progress Report:

- Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the “Performance” section of the Progress Report.
- Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the “Progress” section of the Progress Report.

The TerraNova tests. All of our students will take the TerraNova 3 test in Reading, Language and Mathematics each year. Unless otherwise agreed with the NYSED, our Accountability Plan will include the following goals as measured by the TerraNova tests:

- Each year, 75% percent of students who have been enrolled at the school on BEDS day 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.
- Each year, each grade level cohort of students who have been enrolled at the school on BEDS day for at least two consecutive years and whose average score on the TerraNova 3 tests in Reading, Language and Mathematics was below 50 NCE the previous year will increase by one half the difference between their average score and the 50 NCE.
- Each year, each grade level cohort of students who have been enrolled at the school on BEDS day for at least two consecutive years (as defined below) whose average score was at or above 50 NCE will increase the average score by no less than 0 NCE.

The NYS Accountability System. The state Accountability System uses NYS test data to measure status and growth for the purposes of determining whether AYP has been met. NYSED has stated²¹ that it intends that the new system for measuring student growth that will be implemented in the 2011/2012 school year will be more comprehensive than the system that is currently used and will supplement AYP. Unless otherwise agreed with the NYSED, our Accountability Plan will include the following goals:

- The school will make AYP each year.

²⁰ The NYSED implemented an interim system for measuring student growth for the 2008/2009 school year and has announced that it is developing a more comprehensive system that includes a value-added component for implementation in the 2011/2012 school year. This system will supplement AYP.

²¹ Power Point Presentation: *Public Forum on New York State’s NCLB Growth Model Proposal*. David Abrams and Ira Schwartz. 2008

- 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 (if the test is reinstated). 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, by at least five percentage points.
- The school will establish challenging goals for student growth on the NYS state test in ELA, math, science and social studies (if reinstated) using the growth measures to be announced by NYSED.

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,²² (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 key decisions aimed at improving academic outcomes.

As described in the Prospectus, NCSH will use assessment data in multiple ways.

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 learning standards and to prepare re-teaching plans to ensure student learning as described in this Section.

Modification of the educational program.

The leadership team will regularly review assessment data to evaluate curricular choices for effectiveness and for alignment with NYS learning 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 of 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

²² The recent change in the scoring of the NYS tests and the likely forthcoming revision of the testing program will require NCSH, like other New York schools, carefully to evaluate its promotion criteria. NCSH will do this based on experience once the school is in operation.

require that these development plans include a plan for addressing areas for improvement identified based on assessment data. The DCI and leadership team will also use assessment data to identify school-wide professional development needs.

NCSH understands and is committed to compliance with public school assessment requirements.

As described in this section, NCSH will participate fully in the NYS Testing Program and Accountability System.

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.

Our approach to student discipline will promote a safe and orderly learning environment.

We believe that one of the most important drivers of school quality is a safe and orderly school culture that permits students to focus on learning. We will create such a climate from the very beginning, using evidence-based best practices that have been shown by high-performing charter schools to promote an orderly culture, including:

Clear and enforced expectations for student behavior

One of the most distinctive features of the “no excuses” schools on which NCSH is modeled is the meticulous attention that they devote to setting expectations for student behavior throughout the school day and the degree to which they “sweat the small stuff.”²³ In order to ensure an orderly environment in which students can learn and to maximize learning time, we will help our students understand our behavioral expectations from the first day of school. We will also ensure that students know *why* these rules exist. They will understand that school is a place for learning and that they, as well as their teachers, are responsible for their own learning.

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 contract committing them to work with the school to enforce expectations for student behavior. In addition the Parent Handbook will include a description of the school’s expectations for student behavior as well as the code of discipline for serious infractions. 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.

“Small punishment, small rewards”

NCSH will create a “small punishments, small rewards”²⁴ system that may include, for example, a points system where students are awarded points for meeting or exceeding behavior expectations and lose them for infractions. The system will take account of behavioral difficulties that are result of ASD or other disabilities.

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. The system includes procedures for the discipline of students with disabilities that comply with legal requirements.

Explicit instruction in self-regulation skills for all students

²³ This phrase is used by the Uncommon Schools network to describe their policy of enforcing their expectations for student behavior down to the smallest detail, such as tucked-in shirts.

²⁴ This is one of the practices identified by Dr. Caroline Hoxby and her colleagues as statistically identified with academic achievement in her study *How New York City’s Charter Schools Affect Achievement*. New York City Charter Schools Evaluation Project (Sept. 2009)

As described in the Section I.C., all students will receive explicit instruction in the social problem-solving and self-regulation skills that they need to allow them to avoid disruptive behaviors and focus on learning. ***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. We will always seek to understand why a student is behaving as he or she is and remove the cause if possible. 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 may also be appropriate for other students with disabilities whose behavior is a function of the 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. As described above, the school's code of discipline includes procedures for the imposition of more serious disciplinary consequences, including procedures for compliance with federal law concerning the discipline of students with disabilities.

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

NCSH will engage parents and guardians in the governance, life and culture of the school.

We will create a partnership with students' families that will ensure their engagement in every aspect of the life of the school and support student learning, using the following strategies:

Home visits and orientation

School staff will visit the families of ASD students and other high needs students with disabilities at home during the summer before school starts in order to learn as much as possible about the needs of these students. 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 required 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 in partnership with YAI Network.

Other supports for parents

NCSH will have a volunteer bilingual parent coordinator 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 making 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 Law, as amended (Charter School Law). Trustees, the Head of School, members of the leadership team and teachers will attend Parent Association meetings whenever possible. The leadership team will also meet with

representatives of the Parent Association quarterly to seek feedback and discuss issues of concern to parents.

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 events 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 and by requiring the leadership team to seek staff input frequently and to 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.

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.

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 Law. The board believes that it will be most effective in carrying out its responsibilities if it is focused on governance, 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.

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

Under the Charter School Law, the board of trustees of a charter school has "final authority for policy and operational decisions of the school." The board is 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.

General Responsibilities of the board:

The board is responsible for ensuring that the educational program of NCSH is effective in promoting the academic achievement of all of its students, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific 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 attend board and committee meetings. Prepare for these meetings by reviewing materials. If unable to attend, notify the board or committee chair
- Be prepared to contribute approximately 8-10 hours per month toward board service including attending monthly board meetings, participating in committees, and attending events at the school or community events
- Stay informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions
- Serve as a committee or task force chair or member
- 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, Conflict of Interest Policy and Code of Ethics are attached.

II. B. Founding Group Composition

List the members of the proposed founding group.

The founding group has the experience, expertise and capacity to found and sustain a quality school including expertise in K-12 education, real estate and facilities, financial management and accounting, fundraising and development, community engagement and parent involvement.

The following are the members of the founding group. All intend to serve on the school's board.

Ruth Meyler (Lead Applicant) is an attorney who has been involved with charter schools for more than ten years. She was a trustee of Gateway Charter High School in San Francisco for five years and was Chief of Staff for a year during a leadership transition. Approximately 25% of Gateway's students were diagnosed with learning disabilities and had IEPs. As a trustee, Ruth was actively involved in improving services for these students and chaired the Learning Center Task Force that reorganized support services for students with IEPs. 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. Leadership Prep is one of the highest performing elementary schools in New York City. Ruth is also a trustee of St Hope Leadership Academy Charter School, a middle school in Harlem.

Marva Allen is an experienced entrepreneur who co-founded, built and led a successful technology company over a period of 20 years. She is currently 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 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 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. She consulted regularly with the co-directors of the school as well as the USI managing director and visited the school frequently to observe instruction. Gail has also taught adult literacy at the Borough of Manhattan Community College.

Derek Fleming is a Harlem resident who was involved in community economic development from 1995 to 2007 with the San Francisco Development Agency and the Empire State Development Corporation in New York where he acquired substantial expertise in real estate development. After earning an MBA in 2009 he became the Director of Business Development for the Marcus Samuelsson Group which owns and operates restaurants around the world. Derek is currently responsible for planning a new restaurant in Harlem. The Marcus Samuelsson Group has a strong commitment to healthy food for children and plans to offer programs such as cooking classes to children in Harlem. Derek has been involved with non-profit arts groups throughout his career and is currently a trustee of Complexions Contemporary Ballet Company.

Andrew Popper 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’s 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 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 Soussloff 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 New York City and is acutely aware of the challenges that low-income families face in finding appropriate settings for their children. Patricia has also been a trustee of Partnership with Children, a not-for-profit organization that provides social and emotional support to at-risk children in New York City public schools since 2002, was chair of the development committee and is now the chair of the board.

David Tinagero has been since 2005 the founding Principal of Mott Hall Bronx High School, an innovative high school that offers an International Baccalaureate program. David has been an educator since 1994 and has been a classroom English teacher in middle school and high school and a Regional Instructional Specialist in literacy for the DOE. He has a son who is on the autism spectrum.

Key Advisors

We have worked closely with a number of advisors in developing the program for the ASD students.

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 ASD 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. She will continue in this role if a charter is granted.

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. It has been providing services to people with autism spectrum disorders since 1957. If the charter is granted, the school will contract with YAI to provide evaluation services for identifying our ASD students. We also expect to work with YAI to provide educational workshops for the parents of students on the autism spectrum.

Lauren Hough was until recently a special education teacher in the ASD Nest program at PS 32 in Brooklyn and is currently developing professional development programs for teachers in the ASD 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 will meet monthly at the school facility as provided in the Bylaws. The Secretary will be responsible for sending the agenda to each trustee at least seven days in advance, with all relevant materials. Each meeting will start with a public comment period. The board will establish a policy for public comment including time limits on each comment and a procedure for continuing the meeting at a different time if the volume of public comment is such that the board cannot transact its business. All meetings will be open to the public in accordance with the Open Meetings Law, and the board will only go into executive session for the reasons set out in the Open Meetings law after passing a resolution detailing these reasons. 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. The board will specifically require the Head of School to inform members of the school staff, especially instructional staff, about matters discussed by the board that are related to their professional responsibilities and actively to seek feedback 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 Law. 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 of the school, including both the educational program and the operations of the school, and for its day-to-day operation. 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.

The management structure meets the school's management needs and priorities.

As described above, NCSH plans to establish a strong administrative structure in its first year. This structure will allow the school to implement effective systems for all aspects of its educational program and operations from the beginning. 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, under the supervision of the Director of Operations (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 critical skill and experience required for each of the positions described in this Section are set out in Attachment 7-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 and has interviewed several qualified candidates. We are currently in discussion with an experienced DOE school principal who has expressed interest in the position. If a Head of School has not been identified by September 30, 2010 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 NYCSA New 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, (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 will initially be accountable for all of the non-academic operations of the school including oversight of the school's outside "back office" provider of accounting, purchasing, accounts payable and payroll services, (ii) initial preparation of the draft annual budget, (iii) overseeing the preparation of monthly financial statements, (iv) implementation of financial controls, (v) all required reports and filings, (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.

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) implementing the ASD program, including administering specialized social and behavioral assessments, (ii) acting as the coordinator for special education throughout the school, (iii) maintaining relationships with CSEs, (iv) ensuring the implementation of IEPs, (v) working with teachers and the DCI to differentiate instruction for students with disabilities, (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.

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 for the ASD classes is based on the ASD Nest program. This Director of the program, who is our advisor, has developed the optimal staffing plan over the seven years that it has been in operation, including class size, ratio of teachers to students and ratio of ASD students to other students. The budget reflects the cost of this plan as well as the plan for staffing the third class in each grade. The cost of the program for ASD students is discussed in more detail in the budget narrative (Form 5) 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 additional "specials" teachers (physical education and arts teachers) as the school grows and the budget can support additional staff.

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, but we may employ a limited number of non-certified instructional staff as permitted by the Charter School Law. 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.

Each classroom will have two teachers throughout the charter period.

The ASD program requires two teachers in each ASD classroom, one of whom is a special education teacher. The third classroom in each grade will also be staffed by two teachers. Because we plan extensive outreach to organizations serving children with special needs, we believe that it is very likely that our admitted students will include other high needs students with disabilities as well as ASD students. If this is the case we will staff this third classroom with one general education and one special education teacher like the ASD classrooms.

We will employ coverage teachers to work with ASD students.

The coverage teachers will be trained in autism-specific strategies and will accompany ASD students to physical education and arts classes and school meetings. The coverage teacher will also accompany ASD students to lunch.

We will hire “specials” teachers to provide instruction in physical education and the arts as the school grows.

Our staffing plan includes a part-time physical education teacher in our first year to design and supervise our physical education program and a full-time teacher in our third year. We also plan to add an arts teacher in our fourth year.

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. If the school shares space with another DOE school it may be able to share social work and nursing services with this school.

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. In addition, there will be at least two special education teachers in each grade and our plan calls for the addition of an additional special education teacher in each grade where the needs of our students require it. 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 “no excuses” schools suggests that ELL students who enter schools using this model in kindergarten or first grade move rapidly towards English proficiency.

Our plan for recruiting and retaining effective teachers is realistic and likely to be effective.

NCSH 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 believe that our model will be uniquely attractive to teachers, especially special education teachers, who are interested in inclusive education and in autism spectrum disorders. We will recruit these teachers through the network of Hunter College, where we are already in contact with Professor Shirley Cohen, Professor of Early Childhood Special Education and Autism. Professor Cohen is one of our advisors 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 children 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 personnel will ordinarily be participants in one of the DOE's alternative certification programs. The required training and qualifications of other non-certified 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.

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 on February 20, 2010 and the Harlem Parents United Education Fair on February 27. We also sponsored an informational session on March 6 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. At all of these events the overwhelming response to our program was extremely positive. We added nearly 300 names of Harlem parents and other community members to our electronic newsletter mailing list and collected many parent signatures for our petition of support. We have also reached out to parents of children with ASD, both formally and informally. On April 3 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, all of whom were very enthusiastic about our school and eager to stay in touch regarding our progress.

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.

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.
- Flyers will be mailed to residents of CSD 5 in English and Spanish.
- Flyers in English and Spanish will be distributed through pediatric clinics, organizations serving pre-school children with disabilities including YAI, Mt. Sinai Seaver Autism Center, the Manhattan Early Childhood Direction Center, pre-schools, Early Intervention programs, AHRC Early Learning Centers and Schools and Head Start programs, churches, community centers, apartment complexes and public housing complexes.
- 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 where possible, 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.
- Spanish-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 these 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.
- 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.
- Presentations in Spanish at adult education programs and early childhood development seminars, including adult education programs run by the ADCP and early childhood development seminars offered by the Hispanic Federation.
- 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 populations²⁵ 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, YAI Network, the Seaver Center for Autism at the Mount Sinai Medical Center, New York University School of Medicine, Northside Center for Child Development (located in Harlem) and the Children's Village (also located in Harlem).
- 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.

²⁵ 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.

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

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 such students, 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).²⁶ While these schools are serving these students to the best of their capacity, charter schools and DOE community schools are not able to offer specialized autism-specific supports, while District 75 schools do not offer an education program that builds on the intellectual strength of these students.
- 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 ASD Nest program, which is the only specialized public school inclusion program for these children, serves about 350 children 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.

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 admitted²⁷ compared with approximately 30% in the South Bronx. Her analysis does not account for the fact that many families apply to multiple schools, but does nevertheless provide evidence of the very strong demand for charter school places in Harlem. For example, this year 7,000 families applied for 1,100 places in the Harlem Success Academies schools. Dream Charter School, which serves many students with disabilities, currently has a waiting list of 175 for kindergarten and 72 for first grade.
- There is anecdotal 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 ASD 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.

²⁶ 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 or in District 75 schools, but she was unable to provide this information, either with respect to Harlem or NYC as a whole.

²⁷ <http://gothamschools.org/2010/04/14/charter-school-lottery-statistics/>

- 148 parents of children who will be in kindergarten or first grade in the fall of 2011 have signed our petition of support indicating their interest in sending their children to our school.

II. F. Community Involvement

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

The founding group includes two community members, both of whom expect to be trustees of the school. One of them, Marva Allen, has broad contacts throughout the Harlem community because of her work at the Hue-Man bookstore and as a founder of The Power of One. Derek Fleming lives in Harlem and is closely involved in the planning of a new Harlem restaurant, the Red Rooster, on Lenox Avenue at 125th Street. We also intend to recruit a member of Harlem's Spanish-speaking community for the founding board. Residence in Harlem will be considered an advantage in the hiring process for all school staff provided that our minimum 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 are in the process of developing partnerships in two areas:

Identification and recruitment of students with autism spectrum disorders

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 12). 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 attached in Attachment B) 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 Head Start programs, other daycare programs and the Harlem Hospital Department of Pediatrics and other pediatric clinics.

Enrichment activities

We plan to work with community partners to provide enrichment activities for our students in the community and to bring accomplished adults into the school. Our principal partnership will be with the Hue-Man Bookstore, which specializes in African-American literature and which is owned by Marva Allen, a member of the founding group, who will be a trustee of the school. NCSH has already used, and will continue to use, the bookstore's 30,000 person mailing list to publicize the school and its events at no cost. In addition, students will have the opportunity to participate at no cost in story-telling and book clubs at the store, visits from children's authors at school, writing contests, World Lit day (when students talk via video link to children in other countries about books) and other literary activities. We are also discussing with founding group member Derek Fleming the possibility of a partnership with the Marcus Samuelsson Group to provide cooking classes and education about healthy eating at no cost to the school in connection with the Red Rooster Restaurant opening in Harlem in the fall. Longer term, we would like to develop partnerships with community arts organizations through the Harlem Arts Alliance or the Childrens' Arts Carnival.

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 together with an explanation of key budget assumptions.

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 Consultant referred to in the next section (or the DOF when he or she is hired) to discuss the Monthly Financial Statements and will report monthly 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 (the Consultant). The Consultant 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, the Consultant 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;
- 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 Consultant's record-keeping quarterly.

Train NCSH personnel in financial management

The Consultant 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, the Consultant 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 the Consultant will be terminated, except for audit

preparation. NCSH will also hire a bookkeeper in its third year to assist the DOF.

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 Consultant, 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;
- 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. The Consultant, 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 adherence 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 or Administrative Assistant, 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 and 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 (SESIS) 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.

The school 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 Attachment C. 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. Rooms serving our ASD students will be designed and furnished to reduce distractions and sensory overload. We will require a dedicated room for our Speech and Language Pathologist to provide SDI to our ASD students. Our DSE and Related Services providers will use a multi-purpose room to provide services for children with IEPs and other learning support, and for our nurse and 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 Technology. 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 school will contract for the services of the DOE’s Office of School Food to provide breakfast and lunch to our students. NCSH will ensure that School Food is able to supply all food preparation under the applicable compliance codes.

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, technology, 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 Aaron Listhaus, Acting Executive Director of the DOE Charter School Office, on September 16, 2010 to confirm our interest and discuss the process and timeline for obtaining DOE space, if available. The planning team is committed to opening a school in Central Harlem but may consider space in neighboring CSDs if space is not available in CSD 5. NCSH acknowledges the challenges of co-locating with other schools in a DOE site and is committed to establishing a collaborative relationship and developing a plan to share common spaces with our co-located school. NCSH representatives to the shared space committee in a co-located space will include our Head of School or Principal, a teacher and a parent chosen by the Parent Association of the school.

Privately leased space. The planning team is simultaneously exploring privately leased space in commercial buildings, Catholic schools and other private schools. NCSH is working with a local realtor who is assisting in our efforts to identify suitable space. We have looked at several sites and have found the following option that is feasible for incubation space 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. 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 between \$75,000 and \$100,000. The costs would be paid for with federal and state grants and a grant from the Walton Family Foundation.

NCSH is also in touch with several 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 and finance will oversee the selection, leasing and construction/rehabilitation of suitable incubation and long-term facilities, along with support from an architect or professional project manager or owner’s representative according to the following timelines:

Incubation Space (130 West 124th):

Sept. – Oct. 2010	Select architect or project manager.
Sept. – Oct. 2010	Review layout and determine configuration of space and other modifications for needs and budget.
Oct. – Dec. 2010	Negotiate lease terms with building owner, including provisions for renovation, shared use of cafeteria and gym, cleaning, maintenance, etc.
Jan. - Feb. 2011 (after issuance of charter)	Work with engineer or architect to create renovation plans and determine scope of project.
Jan. - Feb. 2011	Solicit bids from contractors and choose contractor.
Jan. - Feb. 2011	Obtain grants and other sources of funding for renovation and furniture and equipment.
Jan. - Feb. 2011	Sign lease.
March – June 2011	Renovate Facility.
March – June 2011	Determine furniture and equipment needs, solicit bids and place orders.
July 1, 2011	Commencement of lease term.

Long-term space:

Sept.- Dec. 2010	Visit potential sites and interview developers.
Sept.- Dec. 2010	Select architect or project manager to assist with selection, design, lease negotiation and construction of facility.
Jan. – Feb. 2011	Narrow potential sites to 3 and present to board for selection.
March – July 2011	Negotiate lease terms with developer.
March – July 2011	Develop specifications based on needs through full growth, with phased-in

	renovation and occupancy of space if possible.
August 2011	Sign lease (payment to commence upon possession).
Sept. – Oct. 2011	Developer obtains appropriate permits.
Nov. 2011 – May 2013	Construction: renovation of existing facility or modular on land.
May- June, 2013	Oversee resolution of punch list items, final inspections are conducted and Certificate of Occupancy issued.
May- June, 2013	Enter support service agreements.
July 1, 2013	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 as shown in the table below. 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.) Based on a rent estimate of approximately \$20/sq.ft. the first two years and \$25/sq.ft. thereafter (see above) for commercial space that is built to our specifications we project the following rent expenses in the first five years of our charter:

Neighborhood Charter School of Harlem Space and Rent Projections

	1	2	3	4	5
Year	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015
Total enrollment	106	163	219	271	320
Teachers	15	22	30	39	46
Classrooms	6	9	12	15	18
Sq. footage for instruction	3,100	5,200	7,300	8,925	10,400
Administrative staff	6	6	7	7	7
Sq. footage for admin	2,000	2,000	2,500	2,500	2,500
Cafeteria, restrooms, hallways	2,185	3,098	4,322	5,147	5,920
Total square footage	7,285	10,298	14,122	16,572	18,820
per student	68.7	63.2	64.5	61.2	58.8
Rent per square foot	\$20	\$20	\$25	\$25	\$25
Total rent expense	\$145,700	\$205,960	\$353,050	\$414,300	\$470,500
Total budget	\$2,574,748	\$3,329,260	\$4,489,481	\$5,933,453	\$7,388,433
Rent as % of budget	5.7%	6.2%	7.9%	7.0%	6.4%

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 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. If the DOE is unable to provide transportation for these students during the extended year, we will provide Metrocards. If any student cannot reasonably be escorted to school on public transportation we will contract with the DOE Office of Pupil Services (OPT) to provide yellow bus service in accordance with the guidelines contained in the OPT's document *Charter Schools Transportation Overview*²⁸ if feasible or will work with families to find other appropriate transportation.

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 Attachment C.

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 Schools Incubator of the New York Charter School Association (NYCSA). NYCSA 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 NYCSA 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.

²⁸ <http://schools.nyc.gov/NR/rdonlyres/F5DB6301-684C-403D-82BA-C3097805D9F2/62400/2009CharterSchoolTransportationOvervieweditedforwe.pdf>

Task	Date	Steps to complete	Responsibility	Resources
Human Resources				
Identify and hire Head of School	12/15/10 4/1/11	Identify final candidate and finalize consulting contract Finalize employment agreement once NCSH is incorporated	Founding group/Board	Recruiting costs Consulting fee/salary and benefits
Identify and hire DOO	11/15/10 1/1/11 4/1/11	Start search Identify final candidate and finalize consulting agreement Finalize employment agreement	Head of School/ Founding group	Recruiting costs. Salary and benefits
Identify and hire DSE and DCI	1/1/11 6/1/11	Start search Finalize employment agreements	Head of School	Recruiting costs. Salary and benefits
Identify and hire teachers	11/15/10 7/1/11	Start search All teacher hires completed	Head of School	Recruiting costs. Salary and benefits
Identify and hire other staff/contractors	4/1/11 8/15/11	Start search All other hires completed	DOO	Recruiting costs. Salary and benefits. Fees
Complete Personnel Manual and other HR documents	3/1/11 4/1/11	Complete draft Legal review and board approval	Founding group Pro-bono legal counsel	None
Fundraising				
Foundation Grants	1/1/11 1/31/11	Submit application for Walton post-authorization grant Submit applications to Achelis and Tiger Foundations. Submit applications to autism-specific foundations. Verify application date for New York City Charter School Center grant. Submit application.	Founding group	None
Post-authorization grants	1/31/11	Verify application dates for CSP and NYS stimulus funding. Submit applications.	Founding group	None
Board fundraising	3/1/11	Develop fundraising plan	Board	None
Student recruitment				
General recruitment	11/15/10 1/15/11 4/1/11 4/9/11	Prepare recruitment materials Contact Head Start programs, daycare programs, community organizations for outreach dates. Start recruitment campaign Applications due Lottery	Founding group/ Head of School/DOO	Printing and mailing costs
ELL Recruitment	11/15/10 11/30/11 12/15/11	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

ASD Recruitment	11/15/10 12/15/10 1/1/11	Start visits to organizations serving pre-school students with disabilities Finalize screening contract with YAI Hire ASD recruitment coordinator	Founding group	Stipend for coordinator. YAI fee
Enrollment	5/1/11 6/1/11 8/1/11	Complete enrollment; identify possible ELL, special education students Obtain all available records Home visits for ASD students and other special education students	DOO Head of School DSE/teachers	None
Facility				
Identify DOE incubation space	11/15/10 3/1/11 7/1/11 8/1/11	Make formal request to the DOE Identify space; prepare renovation plans, identify contractor Order furniture, computers etc. Renovation completed	Founding group/DOO	Architect fees. Renovation costs
Identify private incubation space (See also Section III. C. Facilities)	10/01/10 12/31/11 2/1/11 3/1/11 6/30/11	Finalize choice; identify architect or project manager Determine cost of renovation; negotiate lease. Sign lease if DOE space not available; prepare plans, identify contractor Start renovations Complete renovations	Founding group/DOO	Rent Architect fees. Renovation costs
Identify long-term Space		See Section III.C. Facilities for timeline.	Board	
Education Program				
Curriculum:	4/1/11 - 8/15/11	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:	4/1/11 – 8/15/11 7/1/11 – 8/15/11	Design interim assessments (borrow from high-performing school and modify initially) Design data analysis system Develop plan for summer diagnostic and ELL assessments	Head of School/DCI/ teachers	None
Education program	7/1/11 - 8/1/11 7/1/11 - 8/1/11	Develop system for observation and evaluation of teachers Develop system for evaluation of curriculum, ELL and ASD programs etc.	Head of School/DCI	None
Special Education	8/1/11 – 8/31/11	Develop plan for preparing and monitoring IEPs Design non-academic assessments Develop plan for identifying IEP students	Head of School/DSE	None

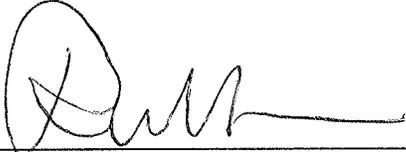
Professional development	5/1/11 6/1/11 7/1/11	Arrange summer training at Hunter for teachers and DSE Design pre-service PD Design in-service PD	Head of School	Hunter College fees
Finance and Operations				
Set up financial procedures	8/1/11 6/1/11	Complete Manual Contract with Consultant Set up accounting system Identify all reporting requirements	Board/DOO	Consultant fee
Research and purchase student information management system	5/1/11 6/1/11	Complete research Purchase and set up system	Board/DOO	Purchase of system
DOE/SED relationship	7/1/11	Food Transportation – initial request BEDS code ATS code and access	DOO	None
Set up record-keeping systems	6/15/11 7/1/11 7/1/11	Student records Immunization records IEP records	DOO	None
Governance				
Recruit trustees	12/1/10	Recruit trustee with real estate expertise and trustee connected with the Spanish-speaking community in Harlem	Board	None
Set up board procedures	4/1/11	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

V. REQUIRED FORMS

Form 1: Certification Statement

Proposed Charter School Name Neighborhood Charter School of Harlem
Proposed School Location (District) CSD 5 - New York City

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 Authorized Person  Date 9/21/10

(Please label the copy that has original signatures.)

Print/Type Name RUTH MEYLER

Address 
Daytime P 

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM
FULL APPLICATION TO THE NYSED
September 22, 2010

Form 2. Roster of Key Contacts

NAME	ROLE
Ruth Meyler	Lead applicant, founding group member, proposed board member
Marva Allen	Founding group member, proposed board member
Gail Brousal	Founding group member, proposed board member
Derek Fleming	Founding group member, proposed board member
Andrew Popper	Founding group member, proposed board member
Adam Rashid	Founding group member, proposed board member
Patricia Soussloff	Founding group member, proposed board member
David Tinagero	Founding group member, proposed board member

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

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
8:20 – 8:30	Reading mini lesson/workshop	Reading mini lesson/workshop	Reading mini lesson/workshop	Reading mini lesson/workshop	
8:30 – 9:20					Drop Everything and Read/SDI
9:20 – 9:30	Movement break	Vocabulary	Music/drama		
9:30 – 9:45	Vocabulary			Vocabulary	Math (10:00 – 10:45)
9:45 – 10:30	Math	Math	Math (10:45 -11:30)	Math	
10:30 – 11:15	Math	Math			Math (10:45- 11:30)
11:15 – 11:30	Read aloud	Read aloud	Lunch/recess	Lunch/recess	
11:30 – 12:15	Lunch/recess	Lunch/recess			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	Arts choice (Dance, yoga) (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
2011 -2012 School Year Calendar

Notes:

1. The DOE has not announced its 2011-2012 school year calendar. The NCSH calendar is based on the DOE 2010-2011 calendar.
2. The NCSH calendar shows three holidays, Rosh Hashanah Columbus Day and Veterans Day which are not public holidays but on which DOE schools typically close. NCSH will take these days as holidays if we are in shared space with a DOE school but may chose not to do so, or may use them as teacher in-service days if it is in a non-DOE facility.
3. The NCSH calendar includes 195 full days of instruction, excluding the DOE holidays referred to above, and 15 full teacher in-service days.

PLEASE SEE THE CALENDAR ON THE FOLLOWING PAGE.

Key:

	School closed
	Teacher in-service days
	New student orientation (half days)
	DOE holidays (see note)

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

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

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

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

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

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

FEBRUARY						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

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

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

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

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

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

**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. *Compliance with the General Municipal Law:* A member of the Board of Trustees and any other officer or employee of the school must comply with the General Municipal Law. The specific requirements of the law are set out in detail in the Board Handbook and the Employee Handbook.
2. *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.

3. *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.
4. *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.
5. *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.
6. *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.

7. *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.
8. *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.
9. *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.

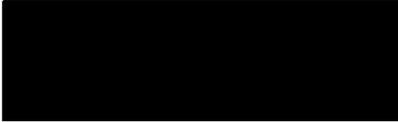
Distribution of Code of Ethics

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.

Marva Allen



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 on 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

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/liaison 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

2004-2010

Founding Board Member (June 2004- June 2010)

- 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

New York University

2009 -2010

- Mentor in the Science and Technology Entry Program

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)

DEREK D. FLEMING

9

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

Ruth P. Meyler

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 - 2009

- 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.

Intel Corporation - San Francisco, CA
SENIOR COUNSEL

1977 - 1980

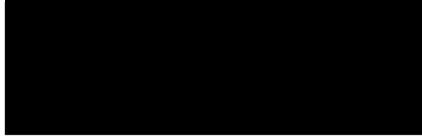
Baker & McKenzie - London, England
ASSOCIATE LITIGATION COUNSEL

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

Andrew Popper



SUMMARY

News photo editor with extensive experience assigning stories and projects for national news and business magazines. Strong expertise in international, business, investigative, sports, arts and service photojournalism, including successful freelance photographer career in New York and overseas. On-Scene Photo Editor in 1990-91 Gulf War; highly proficient in dealing with sources, subjects and talent – especially across language barriers. Involved with development of online media, including social networking, for business news. Excellent copy-editing skills.

PROFESSIONAL EXPERIENCE

Business Week, New York NY 1996 - 2009

Senior Photo Editor (2005-2009)

- Produced photos for National Magazine Award finalist series, in investigative reporting category.
- Oversaw 2004 political conventions and 2008 Inauguration coverage.
- Conceived and assigned website's first photographer-generated video feature.
- Beta tester for social networking venture: BW Business Exchange.

Associate Photo Editor (1996-2004)

- Photo Editor for News and International, and Finance sections of national business magazine, including liaison to developing Online presence.
- Participant in photographer contract negotiations and database development.
- Bylined writer of camera and book reviews.

USNews & World Report, Washington DC 1990 - 1996

Photo Editor (1991-1996)

- Rotation editor on domestic, international, business, science, culture and service (New You Can Use) sections: assigned, researched, negotiated and budgeted all aspects of photographic coverage.
- Bylined author on various short subjects such as obituary and photo essay texts.
- Self-generated photographic assignments in Bangladesh, Bosnia, Japan and Russia.
- Photographed and photo-researched, without translator: former East German espionage operatives and their chief, in Berlin, for 1993 cover story, "The Spymaster."

Staff Photographer (1990-91)

- On-Scene Photo Editor in Dharam, Saudi Arabia: led photographer team comprised of Steve McCurry, John Giordano, and David C. Turnley.
- Embedded together with correspondent Joe Galloway ("We Were Soldiers"), shot cover story on successor unit to his adopted First Cavalry Division unit.

Andrew Popper



PROFESSIONAL EXPERIENCE [continued]

Freelance photographer, New York (12 years)

- Assignments for Time, Newsweek, The New York Times (daily and Magazine), Sport Illustrated and ARTNews
- News exclusives: NYSE Chairman grabs at necktie in midst of Crash of '87, USN&WR; pilot hijacked in helicopter jailbreak try, NYTimes front page, 1981
- Annual report work for Volvo, Ampad, and Lionel Corp

Staff Photographer, Otis Elevator (2.5 years): Managed company studio and photo budget; shot national ad campaign, studio and location

EDUCATION

Yale University, New Haven CT: BA (Sociology) cum laude

- Studied photography with Walker Evans
- Internship, New York City Planning Commission

International Center of Photography: non-degree courses with John & Midge Morris, Burt Glinn, Gregory Heisler

Stan Kalish Picture-Editing Workshop
Platypus Workshop

OTHER ACTIVITIES

Memberships:

- National Press Photographers Association
- White House News Photographers Association

Eddie Adams Workshop, Jeffersonville NY 1998 - present

- Producer for photographers David Hume Kennerly and Nick Ut, editors Michele Stevenson and Maura Foley
- Selection jury and portfolio review

Visa Pour l'Image (Perpignan): member of nominating and judging panel (12 years)

Founding Board Member, Neighborhood Charter School of Harlem, 2009-present

Board of Directors member (4 years) and Board Secretary (6 years) of residential NYC co-op, with substantial responsibility in documentation, finance and admissions

Conversant in German, adept in French; familiar with Slavic languages and Spanish; experienced travelling solo in Japanese, Arabic, and Bengali

Adam Rashid

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 J. Sousloff

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

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

DAVID TINAGERO



SUMMARY OF QUALIFICATIONS

- A proven leader with a strong track record of success
- A self motivated and organized professional skilled in orchestrating tasks and details to achieve project goals
- A clear communicator, able to create engaging and interactive training for diverse audience
- A dedicated team player, committed to providing high quality support and excellent problem-solving skills to all organizational levels

ADMINISTRATIVE EXPERIENCE

7/05 – Present New York City Department of Education Bronx, NY

Founding Principal, Mott Hall Bronx HS

- Wrote and implemented concept and design of school
- Hired and trained all members of staff
- Developed all content area curriculum in partnership with teachers
- Designed and implemented a credit bearing freshman internship program
- Worked with parents, students, staff and community members to ready the school to implement both instructional and structural initiatives designed to meet students at their level
- Provided the instructional leadership necessary to align the school's supervisory practices with standards-based education.
- Established a set of student supports for students below standard which were alternative in nature and designed to facilitate both credit recovery and reading improvement
- Established a School Council that shared decision making with the principal in a variety of domains.
- Researched, planned and implemented the International Baccalaureate Diploma program for high school students (in process).

7/03 – Present New York City Department of Education Bronx, NY

Regional Instructional Specialist

- Designed and implemented literacy initiatives to build coherence across the region
- Planned, coordinated and implemented Balanced Literacy professional learning for principals, assistant principals, coaches, teachers and the region staff to improve academic achievement
- Collaborated with Local Instructional Superintendents to ensure implementation of Balanced Literacy and effective pedagogical practices
- Responsible for supporting schools to develop and implement literacy curriculum plans
- Collaborated with regional staff to build coherence with partnerships and consultants
- Informed schools of City and State mandates and policies
- Regional liaison to Department of Education

6/02 – 6/03 Dobbs Ferry High School Dobbs Ferry, NY

Humanities Team Leader

- Planned and coordinated team trips, meetings, and various programs
- Facilitated and implemented sophomore English curriculum
- Collaborated on the development of an Alternative High School
- Reviewed and processed various team concepts and designs
- Created an atmosphere conducive to collegial communication and professional discussion

9/00 - 6/01 Larchmont Yacht Club Larchmont, NY

Director

- Built and trained a team of fifty childcare employees in an educational setting
- Increased team strength and ability through various team building activities
- Oversaw all aspects of budget and supervision
- Responsible for master scheduling and assignments

- Created team member training resulting in issue resolution and improvement in team cohesiveness

1/02 – 1/03 Dobbs Ferry High School Dobbs Ferry, NY

Administrative Internships I & II

- Trained colleagues in software and email implementation for the Humanities team
- Observed the negotiating process between union and management
- Strengthened various administrative skills through interviews and observations
- Participated in the Middle States Planning Committee, the Pupil Personnel Committee, and an Interview committee
- Performed informal weekly observations of teachers in various disciplines

TEACHING EXPERIENCE

4/00 – 6/03 Dobbs Ferry High School Dobbs Ferry, NY

English Teacher, Grades 9 & 10

- Created and implemented dynamic lesson plans which moved logically through knowledge based information into higher levels of critical thinking
- Design and administered across-curricular lessons
- Employed various genres to explore themes, archetypes and literacy devices to promote critical thinking and analysis
- Worked closely with inclusion teachers to articulate goals and learning objectives to classified and non-classified students
- Solidified and expanded ninth and tenth grade curriculums

7/99 – 4/00 Middle School 181 Bronx, NY

English Teacher, Grade 8

- Developed differentiated instruction to meet the needs of individual learners
- Collaborated on interdisciplinary teaching teams to incorporate real life experience into the classroom
- Utilized a thematic approach to incorporate literature, vocabulary, and writing skills within the English curriculum
- Created lesson plans to meet state standards
- Prepared students with the necessary skills to successfully complete the New York State Language Arts Exam

6/96 – 6/99 Green Chimneys School for Children Brewster, NY

Classroom Teacher

- Taught self contained class of fifteen emotionally disturbed students
- Implemented interdisciplinary units with Language Arts and History
- Reviewed and developed twelve month IEP's for all students
- Shaped intense peer editing workshops
- Taught literacy skills to students of varied academic and socioeconomic backgrounds

EDUCATION

5/00 M.A. English Mercy College

- Graduated with distinction
- 5/00 Provisional Secondary English Certification

12/02 M.S. Education Supervision and Administration

- Graduated with distinction
- SAS/SDA Certification

9/00 Therapeutic Crisis Intervention

Form 3: Statement of Assurances

I, Marva Allen 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

9/12/10

Date

Form 3: Statement of Assurances

I, Marva Allen 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

9/12/10

Date

Form 4: Request for Information from Prospective Charter School Board Members

Name: Ms. Marva Allen
(Include preferred honorific.)



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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I serve on the board of St. Hope Academy Charter School in Harlem, 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.*
4. 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.*
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *I am a founding trustee of St. Hope Leadership Academy Charter School in Harlem and a trustee of LitWorld, a not-for-profit organization that develops literacy skills in children worldwide.*
6. 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.

Form 3: Statement of Assurances

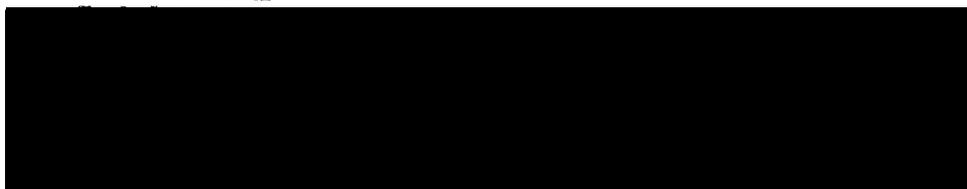
I, Gail Brousal (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information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

Gail Brousal
Signature

September 9, 2010
Date

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS**

Name: _____ Gail Brousal



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

Business Address: _____ as above _____

Business E-Mail/Fax: _____

Charter School Name: Neighborhood Charter School

Charter School Address: _____

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

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 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 because of my acquaintance with founder Ruth Meyler with whom I served on the board of the Leadership Preparatory Charter Schools in Brooklyn, New York.

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

The need for a school in Central Harlem that serves children on the autism spectrum along with other students has been well-documented, and the success of inclusion classrooms has long been established. Bringing this model to a neighborhood in need of rigorous and appropriate schooling for its students is a mission I share and support.

5. 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 Schools in Bedford-Stuyvesant and in Brownsville.

6. 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:

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

As stated above, my interest in NCS 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.

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.

NCS will serve students in Central Harlem, including those identified as functioning on the high end of the autism spectrum (ASD). Ours will be a school with rigorous academic standards; one in which the social and emotional growth of the children will be nurtured and celebrated. 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. Modeled on the successful ASD Nest program that operates in a number of DOE schools, ours will be a full inclusion program with teachers trained in autism specific strategies to enable our ASD students of learn, and to enhance the learning experience of other students as well as they are taught strategies for self-regulation and monitoring, and explicitly instructed in social and communication skills. 120 minutes every day will be devoted to the teaching of reading and writing; math instruction will focus on conceptual understanding as well as skill drill, 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. Technology will be used to support learning across the 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.

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

Other

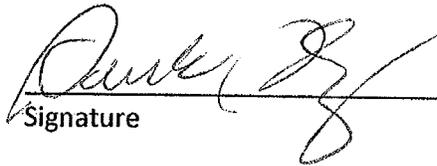
20. Please explain your understanding of the appropriate role of a public charter school board member.

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

Form 3: Statement of Assurances

I, Derek Fleming (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.



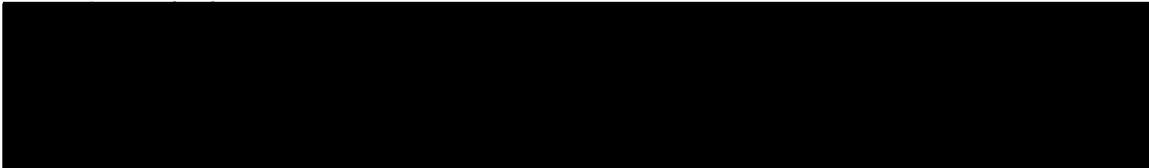
Signature

 9/13/10

Date

Form 4: Request for Information from Prospective Charter School Board Members

Name: Mr. Derek Fleming



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 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.*
4. 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.*
5. 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):
6. 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 is of NCSH 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.

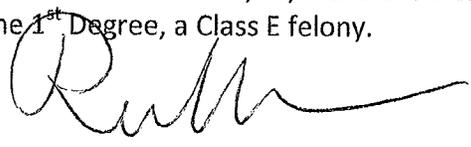
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school begins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

Form 3: Statement of Assurances

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



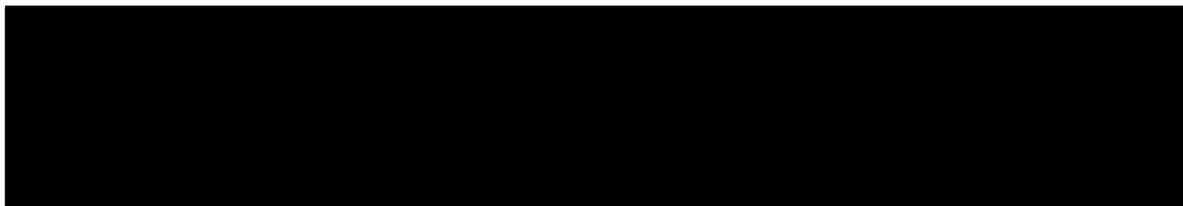
Signature

Date

9/21/10

***REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES' MEMBERS***

Name: Ms. Ruth Meyler



Charter School Name: Neighborhood Charter School of Harlem

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

Position on board (if any), Proposed Chair

As you may already be aware, 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, 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. **Affirmed**
3. 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.**
4. 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.

5. Please indicate whether you have previously served on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **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.**

Conflict of Interest

6. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. If so, please indicate the precise nature of your relationship. **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.**
7. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. If so, indicate the precise nature of your relationship. **I know no-one who is a prospective employee of Neighborhood Charter School of Harlem.**
8. Please indicate whether you, your spouse, or other family member knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the charter school. **Dr. Charles Cartwright is advising the founding group on identifying high-functioning students with autism spectrum disorders. He is an employee of the YAI Network, a not-for-profit organization that provides services to people with development disorders. The school expects to contract with YAI for identification services.**
9. Please indicate if you, your spouse or other family member anticipates conducting any business with the charter school. If so, please indicate the precise nature of the business that is being or will be conducted. **No**
10. 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

11. 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

12. If the charter school is partnered with an educational service 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

13. 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.

Not applicable

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

None

15. 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 was 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

16. 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.

17. 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.

18. 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

19. 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.**
20. 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.
21. Please provide any other information that you feel is pertinent to the Department's review.

Form 3: Statement of Assurances

I, Andrew Popper (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.

Andrew J Popper
Signature

9/9/2010
Date

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS**

Name: Andrew Popper (Mr.)
(Include preferred honorific.)



Business Address: 49 W.96th St.
New York NY 10025

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

Charter School Name: Neighborhood Charter School of Harlem

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.):

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 **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 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 volunteer service on an board of directors in residential real estate. She invited me to join this board.

4. 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.

5. 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):
6. 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.

First, I would to 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 neurotypical 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 an instruction 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.

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 represent the school to the outside world. 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.

STATEMENT OF ASSURANCE

I, Andrew Popper _____ (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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature Andrew Popper

Date 4/26/10

Form 3: Statement of Assurances

I, ADAM RASHID (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.

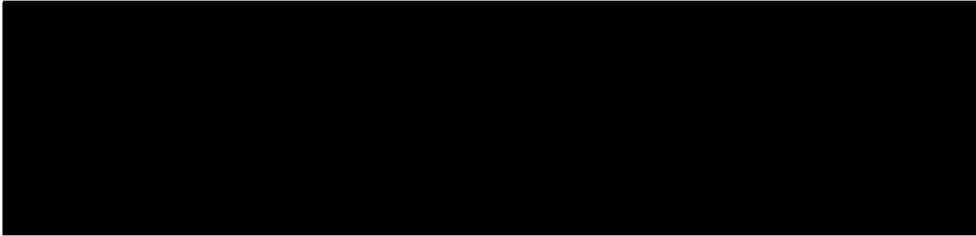
Adam Rashid
Signature

9/20/10
Date



Form 4: Request for Information from Prospective Charter School Board Members

Name: Adam Rashid



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

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

Charter School Name: Neighborhood Charter Schhol of Harlem

Charter School Address: not yet determined

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

Treasurer

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 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.

4. 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.

5. 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.

6. 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.

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.

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.

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.

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. 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 neurotypical 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, many 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!

STATEMENT OF ASSURANCE

I, Patricia Sausloff (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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Patricia Sausloff
Signature

9-16-00
Date

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS**

**Name: Ms. Patricia Soussloff
(Include preferred honorific.)**



Business Address:

Business E-Mail/Fax:

Charter School Name: The Neighborhood Charter School of Harlem

Charter School Address: N/A

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

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 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.*
4. 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.*
5. 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.*
6. 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 tolerance, hard work, joy in learning, integrity and good citizenship 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. Technology will be used to 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. Because of our ASD program, our staff will have the training and resources to provide social, emotional and behavioral supports to all our students.*

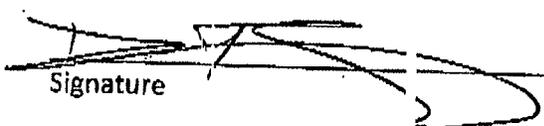
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *The school must place a high priority 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 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 them.*
22. Please provide any other information that you feel is pertinent to the Department's review.

Form 3: Statement of Assurances

I, David Tinagero 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

9/14/2013
Date

Form 4: Request for Information from Prospective Charter School Board Members

Name: David Tinagero
(Include preferred honorific.)



Business Address: 1595 Bathgate Avenue Bronx NY 10457

Business E-Mail/Fax: 7184666800

Charter School Name: Harlem Neighborhood Charter School

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

I was referred to Patricia Soussleff through a common acquaintance. After a number of discussions I became aware of the work she had begun. After numerous discussions I was asked by Ruth Meyler and Patti Soussleff if I wanted to apply to be a member of the board.

4. Please explain why you wish to serve on the board.
I believe strongly in public education. I support the establishment of charter schools to provide choice to parents. Not only is this approach meaningful in a democratic society, it provides healthy competition among ALL providers of K-12 education. For me, education is an investment in human capital; it is therefore important that schools have effective governance that provides adequate support to school leadership. On a personal level, I have a son that is Autistic and the need for this school is clear to me.
5. 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):
6. 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,

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

I was referred to Patricia Soussleff through a common acquaintance. After a number of discussions I became aware of the work she had begun. After numerous discussions I was asked by Ruth Meyler and Patti Soussleff if I wanted to apply to be a member of the board.

4. Please explain why you wish to serve on the board.
I believe strongly in public education. I support the establishment of charter schools to provide choice to parents. Not only is this approach meaningful in a democratic society, it provides healthy competition among ALL providers of K-12 education. For me, education is an investment in human capital; it is therefore important that schools have effective governance that provides adequate support to school leadership. On a personal level, I have a son that is Autistic and the need for this school is clear to me.
5. 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):
6. 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:

As a Principal, I have teachers that I used to supervise that have gone on to teach in charter schools.

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 bring my concern to the appropriate committee on the board and request a full and open discussion and investigation of the matter. I understand the importance of Conflict of Interest policies for organizations, especially nonprofit organizations, and the need to have transparent reporting of conflicts for tax and ethical reasons.

Educational Philosophy

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

I understand this mission as it is written. The Neighborhood Charter School of Harlem'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 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.

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

The educational program at the Neighborhood Charter School will align to New York State Standards and will be designed to help students become critical thinkers. Our primary instructional method will be the workshop model as adopted by the Teachers College Reading and Writing Project. Technology will be used as a support. For our autistic students we will create a program modeled on the ASD nest Program with two teachers assigned per classroom. I understand that all teachers will receive the necessary training to implement this program effectively.

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.

There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that strong plan are in place for each one of these areas and, using relevant data, will regularly monitor the implementation of the school's mission. The board will hold the Head of School accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

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

A board member of a public charter school is responsible for the governance of the school. Members are not involved in the day-to-day activities of the staff, but instead provide guidance, oversight, and support to ensure that the school achieves its goals and reaches its vision for the youth it serves. The board is responsible for proper financial oversight, ensuring adequate resources, ensuring legal and ethical integrity and maintenance of accountability, effective organizational planning, enhancing the school's public standing and supporting the Head of School.

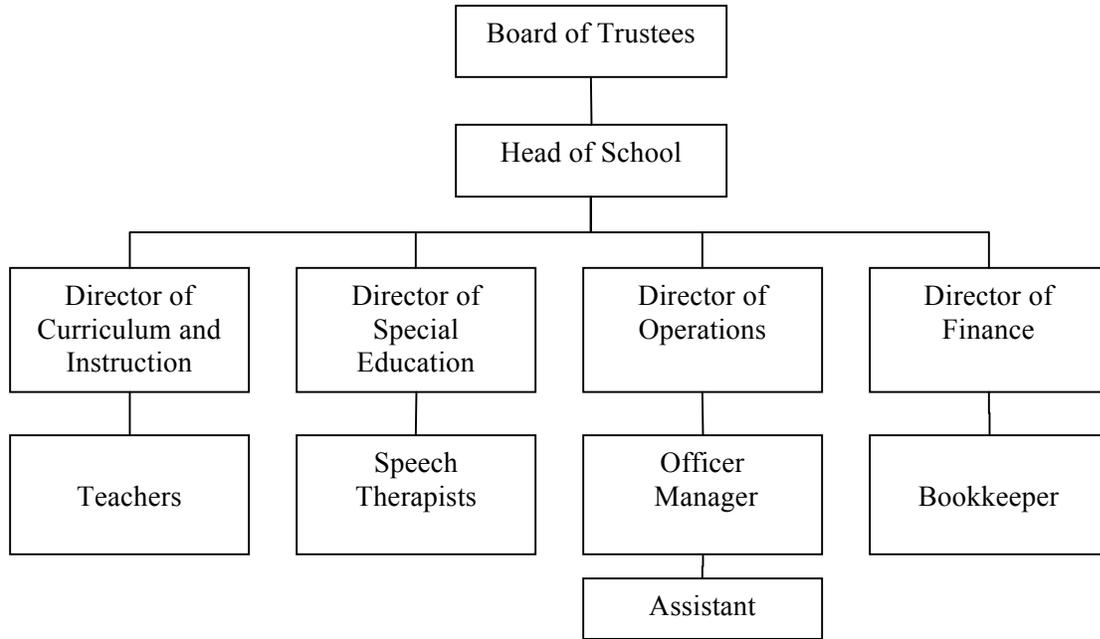
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

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

review.

**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 3 or 4 years of teaching experience with low-income students;
- At least 2 years of school leadership experience or graduation from an educational leadership program;
- A record of raising student academic achievement;
- Principal certification preferred;
- Demonstrated leadership skills, including the ability to articulate and communicate a compelling vision to school staff and to the community;
- A particular 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 as we will provide training to our instructional leader and will expect our Director of Special Education to have significant expertise in this area.
- 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 for students; 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, including YAI, to ensure that goals are aligned and requirements met;
- Maintains relationships with the local community;
- 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 three years of teaching experience in an urban setting;
- A particular 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. NCSH will provide training in educating students with ASD for the successful candidate;
- 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.

MAJOR RESPONSIBILITIES

- Provides instructional leadership within the school; creating 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, 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 and 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 three 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 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 three 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. 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 focus on special education. The following qualifications are required:

- At least three years of special education teaching experience in an urban setting;
- Special education certification;
- Demonstrated leadership skills;
- Experience of working with high-functioning autistic students strongly 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 "no excuses;"
- 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 the Committee on Special Education and New York State reporting and discipline.

MAJOR RESPONSIBILITIES

- Leads the program for high-functioning students on the autism spectrum and other students with special needs; creates a culture of high expectations and continuous improvement for these students;
- Participates with the Head of School and Director of Curriculum and Instruction in recruiting and hiring special education teachers;
- 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 general education teachers to differentiate instruction for all special education students;
- 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 ASD students and other students with special needs; communicates frequently with parents; designs parent workshops for the parents of ASD students;
- Participates in the management of the school as a member of the Leadership Team;

7. 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;
- Special education certification for special education teachers;
- Solid content-area knowledge;
- Strong interest in working with children on the autism spectrum and a commitment to acquiring the additional training necessary to work effectively with this population if required;
- 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;
- 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.

8. 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.



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

Neighborhood Charter School of Harlem, budget B

	Examples
Pre-Opening Period	January 1, 2011 to June 30, 2011
Operational Year ONE	July 1, 2011 to June 30, 2012



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

Neighborhood Charter School of Harlem, budget B

	Examples
Pre-Opening Period	January 1, 2011 to June 30, 2011
Operational Year ONE	July 1, 2011 to June 30, 2012

Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	300,000
Total Expenses	170,720
Net Income	129,280
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
New York City	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
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Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	300,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	170,720	
Net Income	129,280	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

**START-UP
PERIOD**

EXPENSES

	No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
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	taxes start in April once salary starts
Fringe / Employee Benefits		4,884	benefits start in April
Retirement / Pension		-	
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
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		48,000	
SCHOOL OPERATIONS			
Board Expenses		-	
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		18,000	
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		170,720	
NET INCOME		129,280	

Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	300,000
Total Expenses	170,720
Net Income	129,280
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

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	-
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EXPENSES PER PUPIL	-
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Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	839,453	-	25,000	-	2,523,015
Total Expenses	933,069	807,400	-	-	834,279	2,574,748
Net Income	725,493	32,053	-	25,000	(834,279)	(51,733)
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	73	33	-	-	-	106

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

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
New York City	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 Funding)	13,527	1,433,862	-	-	-	1,433,862
Special Education Revenue		-	839,453	-	-	839,453
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	92,446	-	-	-	-	92,446
Other	7,937	-	-	-	-	7,937
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,534,245	839,453	-	-	2,373,698
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	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		124,317	-	-	-	124,317
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	25,000	-	25,000
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	25,000	-	25,000
TOTAL REVENUE		1,658,562	839,453	-	25,000	2,523,015

106 students in year 1

Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	839,453	-	25,000	-	2,523,015
Total Expenses	933,069	807,400	-	-	834,279	2,574,748
Net Income	725,493	32,053	-	25,000	(834,279)	(51,733)
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	73	33	-	-	-	106
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	1.00	-	-	-	\$120,000	120,000
Instructional Management	1.00	\$85,000	-	-	-	85,000
Deans, Directors & Coordinators	1.00	-	\$75,000	-	-	75,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	2.00	-	-	-	\$130,000	130,000
Administrative Staff	1.00	-	-	-	\$35,000	35,000
TOTAL ADMINISTRATIVE STAFF	6.00	85,000	75,000	-	285,000	445,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6.00	\$360,000	-	-	-	360,000
Teachers - SPED	6.00	-	\$360,000	-	-	360,000
Substitute Teachers	1.00	\$60,000	-	-	-	60,000
Teaching Assistants	-	\$0	-	-	-	-
Specialty Teachers	-	\$0	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	-	\$65,000	-	-	65,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	14.00	420,000	425,000	-	-	845,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	505,000	500,000	-	285,000	1,290,000
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	38,633	38,250	-	21,803	98,685
Fringe / Employee Benefits	-	102,768	101,750	-	57,998	262,515
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	141,400	140,000	-	79,800	361,200
TOTAL PERSONNEL SERVICE COSTS	20.00	646,400	640,000	-	364,800	1,651,200
CONTRACTED SERVICES						
Accounting / Audit	-	-	-	-	\$105,000	105,000
Legal	-	-	-	-	\$5,000	5,000
Management Company Fee	-	-	-	-	\$0	-
Nurse Services	-	-	-	-	\$46,800	46,800
Food Service / School Lunch	-	-	-	-	\$18,600	18,600
Payroll Services	-	-	-	-	\$3,000	3,000
Special Ed Services	-	-	\$108,250	-	-	108,250
Titlement Services (i.e. Title II)	-	-	-	-	\$0	-
Other Purchased / Professional / Consulting	-	-	-	-	\$21,201	21,201
TOTAL CONTRACTED SERVICES	-	-	108,250	-	199,604	307,854
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	30,000	30,000
Classroom / Teaching Supplies & Materials	-	\$10,950	-	-	-	10,950
Special Ed Supplies & Materials	-	-	\$4,950	-	-	4,950
Textbooks / Workbooks	-	\$29,200	13,200	-	-	42,400
Supplies & Materials other	-	\$17,950	-	-	-	17,950
Equipment / Furniture	-	\$40,100	-	-	-	40,100
Telephone	-	\$1,800	-	-	-	1,800
Technology	-	\$53,000	-	-	-	53,000
Student Testing & Assessment	-	\$5,300	-	-	-	5,300
Field Trips	-	\$3,180	-	-	-	3,180
Transportation (student)	-	\$1,789	-	-	-	1,789
Student Services - other	-	\$20,000	-	-	-	20,000
Office Expense	-	\$17,900	-	-	-	17,900
Staff Development	-	\$36,000	\$41,000	-	-	77,000
Staff Recruitment	-	\$15,000	-	-	-	15,000
Student Recruitment / Marketing	-	\$32,000	-	-	-	32,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	\$1,500	-	-	-	1,500
Fundraising	-	-	-	-	-	-
Other	-	\$1,000	-	-	-	1,000
TOTAL SCHOOL OPERATIONS	-	286,669	59,150	-	30,000	375,819
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	\$14,078	14,078
Janitorial	-	-	-	-	\$1,272	1,272
Building and Land Rent / Lease	-	-	-	-	\$145,700	145,700
Repairs & Maintenance	-	-	-	-	\$26,000	26,000
Equipment / Furniture	-	-	-	-	\$0	-
Security	-	-	-	-	\$27,825	27,825
Utilities	-	-	-	-	\$0	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	214,875	214,875
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	\$25,000	25,000
TOTAL EXPENSES	933,069	807,400	-	-	834,279	2,574,748
NET INCOME	725,493	32,053	-	25,000	(834,279)	(51,733)

Head of School at \$120k
 Director of Instruction at \$85k
 Director of Special Education at \$75k
 Director of Finance (yr3)
 Director of Operations at \$85k and office manager at \$45k
 Admin assistant at \$35k, another in yr3, bookkeeper in yr3

\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
 \$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
 \$60k salary, coverage teacher, add one per year

Speech therapist: 1 in yr 1, 2 in yr2, 3 in yr4/5, 4 in yr5
 Social worker in yr 3, \$35k salary (prior to yr 3, social worker is in "Contracted Services")

\$90k in yr1/2 for outsourced financil provider, decling in yr 3; \$15k each year audit fee
 \$5,000
 \$0
 outsourced nursing service, 4 hours/day, \$60/hr
 snack for all at \$.50/day; plus food for non-low-income students (20% at \$1.50/day, 40% at \$.25/day)
 \$3000 for outsourced service (ADP, Paychex)
 social worker -- becomes employee in year 3; YAI coordinator at \$16k, plus YAI screening \$72250 in yr1 (35 first level, 10 second level)
 Tech and PC support ay \$1200/month, 90% offset by e-rate; specialist ELL services for tutoring (10% of ELL students need tutoring 3hrs/wk, \$50/hr)

NYCSA incubator fees, \$30k for two years
 \$150 per Gen Ed student
 \$150 per Special Ed student
 \$400/student
 Library materials; art, music, sports supplies
 Student furniture (new-replacement), office furniture
 rate
 admin software: \$14k laptops for teachers; \$12k PCs for classrooms
 \$50/student/year
 \$10/student, 3 trips per year
 Metrocards for 25% of students, \$4.50 for 15 extra days
 copier lease, office supplies, postage
 teachers, incl TCRW
 travel, job fairs, advertising, finders fees
 coordinator; \$6k services to assist in ELL recruitment

\$1500/year for travel to conferences
 subscriptions

based on quotes from broker; premiums increase as school grows
 maintenance supplies at \$12/student/year
 renovation and construction: year 1 of \$25k is after \$50k in the pre-opening period
 \$15/hour for 9 hours/day, plus 100 hours for events

\$25k dissolution fund for three years, reserve build-up in years 4 and 5

Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	839,453	-	25,000	-	2,523,015
Total Expenses	933,069	807,400	-	-	834,279	2,574,748
Net Income	725,493	32,053	-	25,000	(834,279)	(51,733)
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	73	33	-	-	-	106

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
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, budget B
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2011 to June 30, 2012

Total Revenue	484,269	5,000	383,886	5,000	383,886	24,863	397,533	18,648	397,533	18,648	403,749	-	2,523,015
Total Expenses	382,573	216,873	223,592	226,054	162,346	163,141	167,680	168,475	167,680	177,641	286,846	231,846	2,574,748
Net Income	101,696	(211,873)	160,294	(221,054)	221,539	(138,278)	229,854	(149,827)	229,854	(158,994)	116,903	(231,846)	(51,733)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	129,280	230,976	19,103	179,397	(41,657)	179,882	41,604	271,458	121,631	351,484	192,491	309,393	129,280
Net Income	230,976	19,103	179,397	(41,657)	179,882	41,604	271,458	121,631	351,484	192,491	309,393	77,547	77,547

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.													
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
CY Per Pupil Rate														
New York City	###	238,977	-	238,977	-	238,977	-	238,977	-	238,977	-	238,977	-	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)	###	238,977	-	238,977	-	238,977	-	238,977	-	238,977	-	238,977	-	1,433,862
Special Education Revenue	###	139,909	-	139,909	-	139,909	-	139,909	-	139,909	-	139,909	-	839,453
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)	92,446	-	-	-	-	-	-	-	-	-	-	-	92,446	
Other	7,937	-	-	-	-	-	-	-	-	-	-	-	7,937	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		479,269	-	378,886	-	378,886	-	378,886	-	378,886	-	378,886	-	2,373,698
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	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	25,000	
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	25,000	
TOTAL REVENUE		484,269	5,000	383,886	5,000	383,886	24,863	397,533	18,648	397,533	18,648	403,749	-	2,523,015

Neighborhood Charter School of Harlem, budget B
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2011 to June 30, 2012

Total Revenue	484,269	5,000	383,886	5,000	383,886	24,863	397,533	18,648	397,533	18,648	403,749	-	2,523,015
Total Expenses	382,573	216,873	223,592	226,054	162,346	163,141	167,680	168,475	167,680	177,641	286,846	231,846	2,574,748
Net Income	101,696	(211,873)	160,294	(221,054)	221,539	(138,278)	229,854	(149,827)	229,854	(158,994)	116,903	(231,846)	(51,733)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	129,280	230,976	19,103	179,397	(41,657)	179,882	41,604	271,458	121,631	351,484	192,491	309,393	129,280
Net Income	230,976	19,103	179,397	(41,657)	179,882	41,604	271,458	121,631	351,484	192,491	309,393	77,547	77,547

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL CC Positio													
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Deans, Directors & Coordinators	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	2.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Administrative Staff	1.00	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
TOTAL ADMINISTRATIVE STAFF	6.00	37,083	37,083	37,083	37,083	37,083	37,083	37,083	37,083	37,083	37,083	37,083	445,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	6.00	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Teachers - SPED	6.00	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Substitute Teachers	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	14.00	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417	845,000
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	107,500	107,500	107,500	107,500	107,500	107,500	107,500	107,500	107,500	107,500	107,500	1,290,000
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	8,224	8,224	8,224	8,224	8,224	8,224	8,224	8,224	8,224	8,224	8,224	98,685
Fringe / Employee Benefits	-	21,876	21,876	21,876	21,876	21,876	21,876	21,876	21,876	21,876	21,876	21,876	262,515
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	30,100	30,100	30,100	30,100	30,100	30,100	30,100	30,100	30,100	30,100	30,100	361,200
TOTAL PERSONNEL SERVICE COSTS	20.00	137,600	137,600	137,600	137,600	137,600	137,600	137,600	137,600	137,600	137,600	137,600	1,651,200
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	105,000	105,000
Legal	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	46,800
Food Service / School Lunch	-	-	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	18,600
Payroll Services	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Services	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	108,250
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	21,201
TOTAL CONTRACTED SERVICES	11,038	11,038	17,578	17,578	17,578	17,578	17,578	17,578	17,578	17,578	17,578	127,578	307,854
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000
Classroom / Teaching Supplies & Materials	2,738	2,738	2,738	2,738	-	-	-	-	-	-	-	-	10,950
Special Ed Supplies & Materials	1,238	1,238	1,238	1,238	-	-	-	-	-	-	-	-	4,950
Textbooks / Workbooks	10,600	10,600	10,600	10,600	-	-	-	-	-	-	-	-	42,400
Supplies & Materials other	4,488	4,488	4,488	4,488	-	-	-	-	-	-	-	-	17,950
Equipment / Furniture	10,025	10,025	10,025	10,025	-	-	-	-	-	-	-	-	40,100
Telephone	150	150	150	150	150	150	150	150	150	150	150	150	1,800
Technology	13,250	13,250	13,250	13,250	-	-	-	-	-	-	-	-	53,000
Student Testing & Assessment	1,325	1,325	1,325	1,325	-	-	-	-	-	-	-	-	5,300
Field Trips	-	-	-	975	-	-	975	-	975	-	975	-	3,180
Transportation (student)	-	-	179	179	179	179	179	179	179	179	179	179	1,789
Student Services - other	20,000	-	-	-	-	-	-	-	-	-	-	-	20,000
Office Expense	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	17,900
Staff Development	19,250	19,250	19,250	19,250	-	-	-	-	-	-	-	-	77,000
Staff Recruitment	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	15,000
Student Recruitment / Marketing	-	-	-	-	-	5,333	5,333	5,333	5,333	5,333	5,333	5,333	32,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	500	500	500	500	1,500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	83	83	83	83	83	83	83	83	83	83	83	83	1,000
TOTAL SCHOOL OPERATIONS	84,638	64,638	64,816	67,278	3,571	4,366	8,904	9,699	8,904	10,199	9,404	39,404	375,819
FACILITY OPERATION & MAINTENANCE													
Insurance	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	14,078
Janitorial	106	106	106	106	106	106	106	106	106	106	106	106	1,272
Building and Land Rent / Lease	145,700	-	-	-	-	-	-	-	-	-	-	-	145,700
Repairs & Maintenance	-	-	-	-	-	-	-	-	8,667	8,667	8,667	8,667	26,000
Equipment / Furniture	50	-	-	-	-	-	-	-	-	-	-	-	-
Security	52,319	52,319	52,319	52,319	52,319	52,319	52,319	52,319	52,319	52,319	52,319	52,319	27,825
Utilities	50	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	149,298	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	12,265	12,265	12,265	214,875
DEPRECIATION & AMORTIZATION													
DISSOLUTION ESCROW & RESERVES / CONTINGENC													
TOTAL EXPENSES	382,573	216,873	223,592	226,054	162,346	163,141	167,680	168,475	167,680	177,641	286,846	231,846	2,574,748
NET INCOME	101,696	(211,873)	160,294	(221,054)	221,539	(138,278)	229,854	(149,827)	229,854	(158,994)	116,903	(231,846)	(51,733)
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 C	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	101,696	(211,873)	160,294	(221,054)	221,539	(138,278)	229,854	(149,827)	229,854	(158,994)	116,903	(231,846)	(51,733)
Beginning Cash Balance	129,280	230,976	19,103	179,397	(41,657)	179,882	41,604	271,458	121,631	351,484	192,491	309,393	129,280
ENDING CASH BALANCE	230,976	19,103	179,397	(41,657)	179,882								

**Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,523,015	3,760,053	5,115,521	6,390,638	7,687,008
Total Expenses	2,574,748	3,329,260	4,489,481	5,933,453	7,388,433
Net Income (Before Cash Flow Adjustments)	(51,733)	430,793	626,040	457,185	298,575
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
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***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue CY Per Pupil Rate

	0.0%	0.0%	0.0%	0.0%	0.0%
New York City	1,433,862	2,204,901	2,962,413	3,665,817	4,369,221
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)	1,433,862	2,204,901	2,962,413	3,665,817	4,369,221

assume no change in per pupil rates over years

Special Education Revenue

	839,453	1,263,717	1,768,637	2,253,592	2,758,512
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5% of students 20-59% at \$10,890; 8% >60% at \$19,965; 16 ASD students in year 1 at \$40,328, per supplemental funding request

Grants
Stimulus
DYCD (Department of Youth and Community Developmt.)
Other

	92,446	-	-	-	-
Other	7,937	12,205	16,399	20,292	24,186
TOTAL REVENUE FROM STATE SOURCES	2,373,698	3,480,823	4,747,449	5,939,701	7,151,919

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

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	63,063	86,229	108,108	131,274
Title I	124,317	191,166	256,843	317,829	378,814
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	124,317	254,229	343,072	425,937	510,088

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

LOCAL and OTHER REVENUE

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

TOTAL REVENUE	2,523,015	3,760,053	5,115,521	6,390,638	7,687,008
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**Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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

DESCRIPTION OF ASSUMPTIONS

	2,523,015	3,760,053	5,115,521	6,390,638	7,687,008		
Total Revenue	2,523,015	3,760,053	5,115,521	6,390,638	7,687,008		
Total Expenses	2,574,748	3,329,260	4,489,481	5,933,453	7,388,433		
Net Income (Before Cash Flow Adjustments)	(51,733)	430,793	626,040	457,185	298,575		
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		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061	Head of School at \$120k
Instructional Management	1.00	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668	Director of Instruction at \$85k
Deans, Directors & Coordinators	1.00	\$75,000	\$77,250	\$79,568	\$81,955	\$84,413	Director of Special Education at \$75k
CFO / Director of Finance	-	\$0	\$0	\$79,568	\$81,955	\$84,413	Director of Finance (yr3)
Operation / Business Manager	2.00	\$130,000	\$133,900	\$137,917	\$142,055	\$146,316	Director of Operations at \$85k and office manager at \$45k
Administrative Staff	1.00	\$35,000	\$36,050	\$122,004	\$125,664	\$129,434	Admin assistant at \$35k, another in yr3, bookkeeper in yr3
TOTAL ADMINISTRATIVE STAFF	6.00	445,000	458,350	636,540	655,636	675,305	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	\$360,000	\$556,200	\$763,848	\$983,454	\$1,215,550	\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
Teachers - SPED	6.00	\$360,000	\$556,200	\$763,848	\$983,454	\$1,215,550	\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
Substitute Teachers	1.00	\$60,000	\$123,600	\$190,962	\$262,254	\$337,653	\$60k salary, coverage teacher, add one per year
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	\$0	\$0	\$53,045	\$109,273	\$112,551	Phys Ed teacher: part-time in yr1/2, full-time in yr3; Art teacher hired in yr 4, \$50k salary
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	\$65,000	\$133,900	\$206,876	\$213,082	\$292,632	Speech therapist: 1 in yr 1, 2 in yr2, 3 in yr4/5, 4 in yr5
Other	-	\$0	\$0	\$37,132	\$76,491	\$78,786	Social worker in yr 3, \$35k salary (prior to yr 3, social worker is in "Contracted Services")
TOTAL INSTRUCTIONAL	14.00	845,000	1,369,900	2,015,710	2,628,008	3,252,720	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	in contracted services
Librarian	-	-	-	-	-	-	no requirement for librarian
Custodian	-	-	-	-	-	-	in facility operation and maintenance
Security	-	-	-	-	-	-	in facility operation and maintenance
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,290,000	1,828,250	2,652,250	3,283,645	3,928,026	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		98,685	139,861	202,897	251,199	300,494	FICA at 7.65%
Fringe / Employee Benefits		\$262,515	\$372,049	\$539,733	\$668,222	\$799,353	Fringe at 20.35% (28% including payroll taxes)
Retirement / Pension		-	-	-	-	-	included above
TOTAL PAYROLL TAXES AND BENEFITS		361,200	511,910	742,630	919,420	1,099,847	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,651,200	2,340,160	3,394,880	4,203,065	5,027,873	
CONTRACTED SERVICES							
Accounting / Audit		\$105,000	\$108,150	\$32,394	\$33,365	\$34,366	\$90k in yr1/2 for outsourced financial provider, declining in yr 3; \$15k each year audit fee
Legal		\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	NCSH will also seek pro bono legal services
Management Company Fee		-	-	-	-	-	not affiliated with management company
Nurse Services		\$46,800	\$48,204	\$49,650	\$51,140	\$52,674	outsourced nursing service, 4 hours/day, \$60/hr
Food Service / School Lunch		\$18,603	\$28,607	\$38,435	\$47,561	\$56,687	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	\$3,090	\$3,183	\$3,278	\$3,377	\$3000 for outsourced service (ADP, Paychex)
Special Ed Services		\$108,250	\$79,053	\$60,206	\$62,012	\$63,873	social worker -- becomes employee in year 3; YAI coordinator at \$16k, plus YAI screening \$72250 in yr1 (35 first level, 10 second level)
Titelment Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		\$21,201	\$25,930	\$30,189	\$34,550	\$38,923	tech and PC support at \$1200/month, 90% offset by e-rate; specialist ELL services for tutoring (10% of ELL students need tutoring 3hrs/wk, \$50/hr)
TOTAL CONTRACTED SERVICES		307,854	298,183	219,361	237,369	255,526	
SCHOOL OPERATIONS							
Board Expenses		\$30,000	\$30,000	-	-	-	NYCSA incubator fees, \$30k for two years
Classroom / Teaching Supplies & Materials		\$10,950	\$17,100	\$22,800	\$28,050	\$33,150	\$150 per Gen Ed student
Special Ed Supplies & Materials		\$4,950	\$7,350	\$10,050	\$12,600	\$15,300	\$150 per Special Ed student
Textbooks / Workbooks		\$42,400	\$65,200	\$87,600	\$108,400	\$129,200	\$400/student
Supplies & Materials other		\$17,950	\$8,925	\$10,275	\$11,375	\$12,675	Library materials: art, music, sports supplies
Equipment / Furniture		\$40,100	\$28,750	\$31,310	\$32,772	\$35,435	student furniture (new+replacement), office furniture
Telephone		\$1,800	\$2,238	\$3,037	\$3,536	\$3,975	\$500/month for landline, \$50/month/employee for mobile phone, both offset by 90% e-rate
Technology		\$53,000	\$19,700	\$25,450	\$38,105	\$21,164	year 1: \$5k for accounting software; \$2k for smartphones; \$5k for phone server; \$15k for admin software; \$14k laptops for teachers; \$12k PCs for classrooms
Student Testing & Assessment		\$5,300	\$8,395	\$11,617	\$14,806	\$18,177	\$50/student/year
Field Trips		\$3,180	\$4,890	\$6,570	\$8,130	\$9,690	\$10/student, 3 trips per year
Transportation (student)		\$1,789	\$2,751	\$3,696	\$4,573	\$5,451	Metrolcars for 25% of students, \$4.50 for 15 extra days
Student Services - other		20,000	20,600	-	-	-	part-time phys ed teacher, full time in yr3
Office Expense		17,900	23,675	29,352	34,632	39,914	copier lease, office supplies, postage
Staff Development		\$77,000	\$71,000	\$90,000	\$106,000	\$125,000	Hunter ASD training \$4k for new teachers, plus \$3k professional development for all teachers, incl TCRW
Staff Recruitment		\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	travel, job fairs, advertising, finders fees
Student Recruitment / Marketing		\$32,000	\$29,660	\$36,915	\$38,023	\$39,163	\$10k in year 1 for marketing and lottery; \$16k for part-time ASD recruitment coordinator; \$6k services to assist in ELL recruitment
School Meals / Lunch		-	-	-	-	-	in contracted services
Travel (Staff)		\$1,500	\$1,545	\$1,591	\$1,639	\$1,688	\$1500/year for travel to conferences
Fundraising		-	-	-	-	-	
Other		\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	subscriptions
TOTAL SCHOOL OPERATIONS		375,819	358,258	387,237	460,124	507,990	
FACILITY OPERATION & MAINTENANCE							
Insurance		\$14,078	\$20,083	\$25,276	\$30,832	\$35,621	based on quotes from broker; premiums increase as school grows
Janitorial		\$1,272	\$1,956	\$2,628	\$3,252	\$3,876	maintenance supplies at \$12/student/year
Building and Land Rent / Lease		145,700	205,960	353,050	414,300	470,500	\$20 in rent per sqft in yr1/2 for incubation space, \$25 after for permanent space
Repairs & Maintenance		\$26,000	\$51,000	\$52,530	\$54,106	\$55,729	renovation and construction: year 1 of \$25k is after \$50k in the pre-opening period
Equipment / Furniture		-	-	-	-	-	
Security		27,825	28,660	29,520	30,405	31,317	\$15/hour for 9 hours/day, plus 100 hours for events
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		214,875	307,659	463,004	532,895	597,043	
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		\$25,000	\$25,000	\$25,000	\$500,000	\$1,000,000	\$25k dissolution fund for three years, reserve build-up in years 4 and 5
TOTAL EXPENSES		2,574,748	3,329,260	4,489,481	5,933,453	7,388,433	
NET INCOME		(51,733)	430,793	626,040	457,185	298,575	

**Neighborhood Charter School of Harlem, budget B
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,523,015	3,760,053	5,115,521	6,390,638	7,687,008
Total Expenses	2,574,748	3,329,260	4,489,481	5,933,453	7,388,433
Net Income (Before Cash Flow Adjustments)	(51,733)	430,793	626,040	457,185	298,575
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
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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	23,802	23,068	23,359	23,582	23,799
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EXPENSES PER PUPIL	24,290	20,425	20,500	21,895	22,874
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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	-	-	-	-	-
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NET INCOME	(51,733)	430,793	626,040	457,185	298,575
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Beginning Cash Balance	129,280	77,547	508,340	1,134,379	1,591,564
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ENDING CASH BALANCE	77,547	508,340	1,134,379	1,591,564	1,890,139
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NEIGHBORHOOD CHARTER SCHOOL OF HARLEM EXPLANATION OF FORM 5 BUDGET TEMPLATE

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 priorities are consistent with and support the school's mission, educational program and facility

NCSH's budget assumptions and projections have been developed on the basis of extensive research into the actual costs of funding the educational program that we propose. We have investigated the actual costs of the ASD Nest program using both DOE data and discussions with the Director of the program and have conducted an extensive review of other charter school budgets. We have discussed them with school leaders and have had substantial advice and guidance from the New Schools Incubator of NYCSA. *The budget supports 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. Specifically, we have budgeted for (i) a strong administrative team that will be able to put in place all of the structures and systems that will support the educational system from the day that the school opens (ii) very small classes for ASD students that will allow them to receive the supports that they need while learning to interact with their non-ASD classmates (iii) two experienced teachers in every classroom who will provide differentiated instruction to support our students with special needs and our general education students (iv) coverage teachers so that our ASD students will have a teacher trained in autism-specific strategies with them at all times (v) a speech and language pathologist for every two grades to provide social development instruction to our ASD students (vi) a part-time social worker who will support all of our students and their families during the first two years, and a full-time social worker starting in the third year. This staffing structure and the rationale for it is described in more detail in Section II. D.

The budget supports our educational program

Providing a rigorous educational program also requires that we prioritize professional development in our budget to ensure continuous improvement for all teachers. The budget includes the cost of specialized classes in autism-specific strategies at Hunter College for all of the teachers who work with ASD students, the Director of Special Education and the speech and language pathologists. In addition we have budgeted \$3,000 per teacher for other professional development. This includes the cost of intensive professional development conducted by the Teachers College Reading and Writing Project. The professional development plan is described in more detail in Section I.A.

The budget supports our facilities needs

The budget also includes the costs of renting a private facility based on the facilities plan set out in Section III. C. The DOE has a policy of providing incubation space and sometimes long-term space for charter schools in existing school buildings if possible. According to the New York City Charter School Center, 78 of 125 charter schools in New York City are located in DOE space for the 2010/2011 school year.¹ NCSH has made a request to the DOE for both incubation and long term space and will renew this request once the school is chartered. However, prudence requires that we budget for a private facility. Our assumptions concerning required square footage and rent per square foot are set out in the Facilities Plan in Section III. C.

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 services for 60% or more of the day, currently \$19,965 per student (the Supplemental Allocation). 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 for each of our ASD students to cover the actual cost of funding the specialized program that we will provide (the Special Allocation). The Special Allocation would replace the Supplemental Allocation. The request is based on the precedent created by the New York Center

¹ <http://nyccharterschools.org/learn/about-charter-schools/backtoschool>

for Autism Charter School, which receives a special allocation to fund its specialized program for students on the autism spectrum. We have not attached a copy of our letter to the DOE, for space reasons, but it is available on request. We have discussed it with the Charter School Office of the DOE and have been informed that it is receiving internal consideration.

The budget supports our recruitment program

The budget also includes the cost of our comprehensive program to identify and recruit high-functioning children on the autism spectrum. This is an area in which our program differs from the ASD Nest program on which it is modeled. The ASD Nest program recruits its students through the DOE's Turning Five process which places children with IEPs who are entering kindergarten. As a result, all of the students in the ASD Nest program have been identified as having an autism spectrum disorder before they enter school. Because low income and African-American children are identified, on average, two years later than their more privileged peers, there are relatively few such children in the ASD Nest program, even in programs located in low-income neighborhoods. Our outreach and identification program is designed to identify and recruit students who may not have previously been identified. The identification process is outlined in the Prospectus. It will be conducted by the Autism Center of the YAI Network, an independent third party. The budgeted cost is based on estimates provided by YAI.

The budget presents realistic, evidence-based, revenue and expenditure assumptions, including any plan to incur and repay debt

We have prepared four complete budgets based on different assumptions relating to special education funding and facilities. We are unable to attach all of these budgets, for space reasons, but they are available on request. The Budget attached to this Application is Budget B, which assumes:

- The Special Allocation of \$40,328 for each of our ASD students that we have requested;
- A private rented facility with rent at \$20 per sq. ft. in the first two years and \$25 per sq. ft. in the following two years.

The other budgets are Budget A, which assumes a Special Allocation and a DOE facility, Budget C which assumes no Special Allocation and a DOE facility, and Budget D which assumes no Special Allocation and a private rented facility. The table on page 4 sets out the principal differences in assumptions among these budgets and compares first year ending cash.

Our key revenue assumptions are realistic and evidence-based

The key assumptions for all four budgets are as follows:

- Base year per pupil funding of \$13,527 starting in the 2011-12 school year as included in the NYSED budget template
- Base year funding of \$19,965 for students receiving special education services for 60% or more of the school day and base year funding of \$10,890 for students receiving special education services for 20% - 59% of the day
- 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;
- We will recruit eight ASD students each year and add a further two ASD students in third grade each year;²
- 8% 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.³
- The Walton Family Foundation 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 Walton Family Foundation (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 of \$200,000. The attached letter from NYCSA, WFF's local grant partner confirms that NCSH has received these grants and has been pre-

² See Section II. E. for evidence that our recruitment targets are realistic

³ This estimate is conservative based on the experience of other charter schools in Harlem that have a high percentage of special education students, especially Dream Charter School. Dream typically refers a large number of students in kindergarten. 18% of Dream's current students in first grade and 33% in third grade receive services for more than 60% of the day.

approved for a post-authorization grant, contingent upon authorization and a vote of the WFF committee. We assume that NCSH will raise \$25,000 a year in private donations. We believe that this is a very conservative assumption. The board of trustees will be responsible for private fundraising through a Development Task Force, with administrative help from NCSH staff. 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

The key expenditure assumptions for all three budgets are as follows:

- The Head of School (Budgets B and C) or Principal (Budget D) and the Director of Operations start work in January of the start-up year and are paid a stipend for the first three months; the Director of Special Education and all other first year staff are hired at the beginning of the first year;⁴
- The Director of Finance and a bookkeeper are hired at the beginning of the third year;
- The school adds six new teachers each year and an additional coverage teacher in years two, three and five;
- Additional speech and language pathologists are hired in years two, four and five;
- A full-time physical education teacher is hired in the third year;
- A full-time arts teacher is hired in the fourth year;
- Base-line teacher salaries average \$60,000;⁵
- Facilities costs are as described in the Facilities Plan.

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. The following are the strategies that we will use for meeting such challenges:

Raise additional funds

Our fundraising assumptions are very conservative. We will also apply for start-up funding from the following organizations and government programs:

- The federal Charter School Program implementation grant;
- The NYS Stimulus funding program;
- The New York City Charter School Center (we have applied for a pre-authorization grant and are awaiting a determination)
- The Tiger Foundation and the Achelis and Bodman Foundations which have provided start-up funding for many New York City charter schools;
- 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.

Reduce expenditures and/or increase revenue

The table on page 4 shows the expenditure reductions that we will make in the event of foreseeable, major budget challenges. In the event of an additional serious budget or cash flow challenge we will consider the following additional strategies to reduce expenditures and/or increase revenue:

- Hire a less-experienced teacher as the second teacher in one or more classrooms. We currently assume that both teachers will have two years of experience.
- Combine classes. If we are unable to recruit 16 ASD students in the first year, we will consider combining ASD classes in the affected grade(s) and reducing the staff by two teachers. We will only do this if we are confident that we can provide an excellent program for all of our students;
- Increase class size. We have planned for two ASD classes with a 12 students in each in kindergarten and 16 students in each in first grade and a third class with 25 students in each grade. If necessary we will add one non-ASD student to each ASD class and/or up to three students to the third class if we

⁴ Salary assumptions for the Head of School and other administrators are based on the experience of other charter schools.

⁵ 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. The salary is \$54, 329. We have added 10% because of the school's longer day and year.

are confident that we can do so without negatively affecting the educational program for ASD or other students;

- Postpone the hiring of a speech and language pathologist until the second year and obtain speech and language services from the DOE.

The following table sets out the main differences between budgets A,B,C and D and shows how we would respond to different funding and facility scenarios

Budget A	Attached Budget B	Budget C	Budget D
Special Allocation of \$40,328 per ASD student	Special Allocation of \$40,328 per ASD student	No Special Allocation	No Special Allocation
DOE facility	Rent @ \$20 per sq. ft. in years 1-2 and \$25 per sq. ft. in years 3-5	DOE facility	Rent @ \$20 per sq. ft. in years 1-2 and \$25 per sq. ft. in years 3-5
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			DCI hired in year three
		Administrative salaries reduced from Budget B	Additional administrative salaries reduced from Budget B
		Fee to “back office” vendor reduced – DOO does more financial management	Fee to “back office” vendor reduced – DOO does more financial management
		Reductions in OTPS line items (lower cost items, used items etc)	Further reductions in OTPS line items (donations, used items etc)
			Reduce student recruitment expenses and eliminate legal expenses in year one; seek pro-bono printing and legal services
			Eliminate snack and lunch payments for students not eligible for FRPL in year one
			Eliminate fee to NYCSA
			Increased fundraising in year one to \$50,000
Annual contributions to reserve fund starting at \$500,000 in year four	Annual contributions to reserve fund starting at \$500,000 in year four	Annual contributions to reserve fund starting at \$250,000 in year four	Annual contributions to reserve fund starting at \$100,000 in year five
Start-up year ending cash \$129,280	Start-up year ending cash \$129,280	Start-up year ending cash \$129,280	Start-up year ending cash \$129,280
First year ending cash \$223,247	First year ending cash \$77,547	First year ending cash \$32,389	First year ending cash \$13,672

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM EXPLANATION OF FORM 5 BUDGET TEMPLATE

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 priorities are consistent with and support the school's mission, educational program and facility

NCSH's budget assumptions and projections have been developed on the basis of extensive research into the actual costs of funding the educational program that we propose. We have investigated the actual costs of the ASD Nest program using both DOE data and discussions with the Director of the program and have conducted an extensive review of other charter school budgets. We have discussed them with school leaders and have had substantial advice and guidance from the New Schools Incubator of NYCSA. *The budget supports 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. Specifically, we have budgeted for (i) a strong administrative team that will be able to put in place all of the structures and systems that will support the educational system from the day that the school opens (ii) very small classes for ASD students that will allow them to receive the supports that they need while learning to interact with their non-ASD classmates (iii) two experienced teachers in every classroom who will provide differentiated instruction to support our students with special needs and our general education students (iv) coverage teachers so that our ASD students will have a teacher trained in autism-specific strategies with them at all times (v) a speech and language pathologist for every two grades to provide social development instruction to our ASD students (vi) a part-time social worker who will support all of our students and their families during the first two years, and a full-time social worker starting in the third year. This staffing structure and the rationale for it is described in more detail in Section II. D.

The budget supports our educational program

Providing a rigorous educational program also requires that we prioritize professional development in our budget to ensure continuous improvement for all teachers. The budget includes the cost of specialized classes in autism-specific strategies at Hunter College for all of the teachers who work with ASD students, the Director of Special Education and the speech and language pathologists. In addition we have budgeted \$3,000 per teacher for other professional development. This includes the cost of intensive professional development conducted by the Teachers College Reading and Writing Project. The professional development plan is described in more detail in Section I.A.

The budget supports our facilities needs

The budget also includes the costs of renting a private facility based on the facilities plan set out in Section III. C. The DOE has a policy of providing incubation space and sometimes long-term space for charter schools in existing school buildings if possible. According to the New York City Charter School Center, 78 of 125 charter schools in New York City are located in DOE space for the 2010/2011 school year.¹ NCSH has made a request to the DOE for both incubation and long term space and will renew this request once the school is chartered. However, prudence requires that we budget for a private facility. Our assumptions concerning required square footage and rent per square foot are set out in the Facilities Plan in Section III. C.

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 services for 60% or more of the day, currently \$19,965 per student (the Supplemental Allocation). 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 for each of our ASD students to cover the actual cost of funding the specialized program that we will provide (the Special Allocation). The Special Allocation would replace the Supplemental Allocation. The request is based on the precedent created by the New York Center

¹ <http://nyccharterschools.org/learn/about-charter-schools/backtoschool>

for Autism Charter School, which receives a special allocation to fund its specialized program for students on the autism spectrum. We have not attached a copy of our letter to the DOE, for space reasons, but it is available on request. We have discussed it with the Charter School Office of the DOE and have been informed that it is receiving internal consideration.

The budget supports our recruitment program

The budget also includes the cost of our comprehensive program to identify and recruit high-functioning children on the autism spectrum. This is an area in which our program differs from the ASD Nest program on which it is modeled. The ASD Nest program recruits its students through the DOE's Turning Five process which places children with IEPs who are entering kindergarten. As a result, all of the students in the ASD Nest program have been identified as having an autism spectrum disorder before they enter school. Because low income and African-American children are identified, on average, two years later than their more privileged peers, there are relatively few such children in the ASD Nest program, even in programs located in low-income neighborhoods. Our outreach and identification program is designed to identify and recruit students who may not have previously been identified. The identification process is outlined in the Prospectus. It will be conducted by the Autism Center of the YAI Network, an independent third party. The budgeted cost is based on estimates provided by YAI.

The budget presents realistic, evidence-based, revenue and expenditure assumptions, including any plan to incur and repay debt

We have prepared four complete budgets based on different assumptions relating to special education funding and facilities. We are unable to attach all of these budgets, for space reasons, but they are available on request. The Budget attached to this Application is Budget B, which assumes:

- The Special Allocation of \$40,328 for each of our ASD students that we have requested;
- A private rented facility with rent at \$20 per sq. ft. in the first two years and \$25 per sq. ft. in the following two years.

The other budgets are Budget A, which assumes a Special Allocation and a DOE facility, Budget C which assumes no Special Allocation and a DOE facility, and Budget D which assumes no Special Allocation and a private rented facility. The table on page 4 sets out the principal differences in assumptions among these budgets and compares first year ending cash.

Our key revenue assumptions are realistic and evidence-based

The key assumptions for all four budgets are as follows:

- Base year per pupil funding of \$13,527 starting in the 2011-12 school year as included in the NYSED budget template
- Base year funding of \$19,965 for students receiving special education services for 60% or more of the school day and base year funding of \$10,890 for students receiving special education services for 20% - 59% of the day
- 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;
- We will recruit eight ASD students each year and add a further two ASD students in third grade each year;²
- 8% 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.³
- The Walton Family Foundation 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 Walton Family Foundation (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 of \$200,000. The attached letter from NYCSA, WFF's local grant partner confirms that NCSH has received these grants and has been pre-

² See Section II. E. for evidence that our recruitment targets are realistic

³ This estimate is conservative based on the experience of other charter schools in Harlem that have a high percentage of special education students, especially Dream Charter School. Dream typically refers a large number of students in kindergarten. 18% of Dream's current students in first grade and 33% in third grade receive services for more than 60% of the day.

approved for a post-authorization grant, contingent upon authorization and a vote of the WFF committee. We assume that NCSH will raise \$25,000 a year in private donations. We believe that this is a very conservative assumption. The board of trustees will be responsible for private fundraising through a Development Task Force, with administrative help from NCSH staff. 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

The key expenditure assumptions for all three budgets are as follows:

- The Head of School (Budgets B and C) or Principal (Budget D) and the Director of Operations start work in January of the start-up year and are paid a stipend for the first three months; the Director of Special Education and all other first year staff are hired at the beginning of the first year;⁴
- The Director of Finance and a bookkeeper are hired at the beginning of the third year;
- The school adds six new teachers each year and an additional coverage teacher in years two, three and five;
- Additional speech and language pathologists are hired in years two, four and five;
- A full-time physical education teacher is hired in the third year;
- A full-time arts teacher is hired in the fourth year;
- Base-line teacher salaries average \$60,000;⁵
- Facilities costs are as described in the Facilities Plan.

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. The following are the strategies that we will use for meeting such challenges:

Raise additional funds

Our fundraising assumptions are very conservative. We will also apply for start-up funding from the following organizations and government programs:

- The federal Charter School Program implementation grant;
- The NYS Stimulus funding program;
- The New York City Charter School Center (we have applied for a pre-authorization grant and are awaiting a determination)
- The Tiger Foundation and the Achelis and Bodman Foundations which have provided start-up funding for many New York City charter schools;
- 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.

Reduce expenditures and/or increase revenue

The table on page 4 shows the expenditure reductions that we will make in the event of foreseeable, major budget challenges. In the event of an additional serious budget or cash flow challenge we will consider the following additional strategies to reduce expenditures and/or increase revenue:

- Hire a less-experienced teacher as the second teacher in one or more classrooms. We currently assume that both teachers will have two years of experience.
- Combine classes. If we are unable to recruit 16 ASD students in the first year, we will consider combining ASD classes in the affected grade(s) and reducing the staff by two teachers. We will only do this if we are confident that we can provide an excellent program for all of our students;
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are confident that we can do so without negatively affecting the educational program for ASD or other students;

- Postpone the hiring of a speech and language pathologist until the second year and obtain speech and language services from the DOE.

The following table sets out the main differences between budgets A,B,C and D and shows how we would respond to different funding and facility scenarios

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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

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:

<u>Coverage</u>	<u>Timeline</u>
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