

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Attachments 1-11 and Attachment 17

Additional Attachments 1-7

Total page count excluding attachments 7-9 is 64

Attachment 1: Roster of Key Contacts

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

Attachment 2: Certification Statement

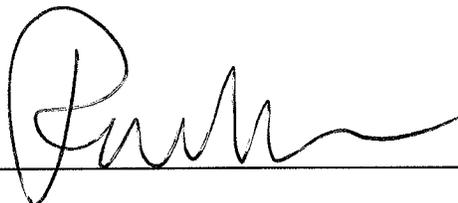
Proposed Charter School Name: **Neighborhood Charter School of Harlem**

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

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

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

Signature of Lead Applicant/
Authorized Person _____



Date _____

8-29-11

(Please label the copy that has original signatures)

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

Address: **101 West 81st Street, Apartment 316, New York, NY 10024**

Daytime Phone: **212 579 4524**

Email: **ruthpmeyler@gmail.com**

Attachment 3

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Sample Kindergarten schedule

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

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

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Sample Core Teacher schedule

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

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

Attachment 4

Neighborhood Charter School of Harlem

2012-2013 School Calendar

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

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

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

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

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

January 2013						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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

March 2013						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

May 2013						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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

July 2013						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

Attachment 5

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

ARTICLE I: NAME

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

ARTICLE II: PURPOSE

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

ARTICLE III: MEMBERSHIP

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

ARTICLE IV: BOARD OF TRUSTEES

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

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

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

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

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

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

D. Election of Trustees.

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

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

ARTICLE V: PRINCIPAL OFFICE

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

ARTICLE VI: MEETINGS OF THE BOARD

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

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

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

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

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

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

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

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

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

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

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

ARTICLE VII: ACTION BY THE BOARD

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

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

C. Committees

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

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

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

D. Standard of Care.

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

ARTICLE VII: OFFICERS

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

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

B. Election, Eligibility and Term of Office

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

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

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

ARTICLE X: SELF-DEALING TRANSACTIONS

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

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

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

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

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

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

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

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

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

ARTICLE XII: AMENDMENT

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

Attachment 6

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

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

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

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

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

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

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

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

Distribution of Code of Ethics

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

Penalties

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

Attachment 7

Resumes/CVs of Prospective Founding Board Members

[REDACTED]
New York, NY 10462
[REDACTED]

C-Level Management in Operations and Strategy

POSITIONS

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

June 2004-Present

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

UNIVERSAL SOLUTIONS INC
Southfield, MI

CO-FOUNDER PRESIDENT & COO

March 1982-May 2003

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

RESEARCH ASSISTANT
Ann Arbor, MI

October 1976-March 1978

Upjohn Pharmacology

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

Brooklyn, NY 11201

SUMMARY

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

PROFESSIONAL EXPERIENCE

Saint Ann's School, Brooklyn, NY

1973-2009

Head of the High School (1978-2009)

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

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

Assistant to the Headmaster (1974-1978)

Administrative support for headmaster during period of rapid growth.

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

Administrative Assistant (1973-1974)

Administrative support for Assistant Headmaster.

Leadership Preparatory Charter Schools (LPCS), Brooklyn, NY

2004-present

Founding Board Member (June 2004- present)

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

Borough of Manhattan Community College, New York, NY

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

EDUCATION

St. Francis College, Brooklyn, NY
BA

New York University, New York, NY
MPA

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

ADDITIONAL ACTIVITIES

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

Erik L. Dowling

New York, NY 10128 •

CAPITAL MARKETS - ACQUISITIONS - DEVELOPMENT - ASSET MANAGEMENT

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

EXPERIENCE

STRATEGIC CAPITAL SOLUTIONS, LLC, New York, NY

8/09 - Present

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

THE WOODLARK COMPANIES, White Plains, NY

04/09- 8/09

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

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

01/08-10/08

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

ANTARES INVESTMENT PARTNERS, Stamford, CT

12/04-12/07

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

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

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

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

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

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

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

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

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

UNIVERSITY OF MASSACHUSETTS, Amherst, MA

Bachelor of Science Degree, Finance, 2000 – Cum Laude

CREDIT TRAINING

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

ADDITIONAL

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

DEREK D. FLEMING

New York, NY 60201

EDUCATION

2007-2009

**KELLOGG SCHOOL OF MANAGEMENT
NORTHWESTERN UNIVERSITY**

Evanston, IL

Master of Business Administration degree June 2009

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

Hyderabad,

1990-1995

UNIVERSITY OF CALIFORNIA AT BERKELEY

Berkeley, CA

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

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

Seoul, Korea

EXPERIENCE

11/09-Present
York, NY

MARCUS SAMUELSSON GROUP

New

Director Business Development

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

Summer 2008

CHEROKEE INVESTMENT PARTNERS

Raleigh, NC

Private Equity Associate, Acquisitions/Asset Management

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

1999-2007

EMPIRE STATE DEVELOPMENT CORPORATION

New York, NY

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

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

Project Manager (1999-2003)

New York, NY

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

1995-1999

SAN FRANCISCO REDEVELOPMENT AGENCY

San Francisco, CA

Project Associate, Mission Bay

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

**ADDITIONAL
INFORMATION**

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

Angela Bronner Helm

[REDACTED]
New York, New York 10030
[REDACTED]

EXPERIENCE

UPTOWN MEDIA GROUP

Managing Editor, Uptown Magazine

New York, NY

(September 2010 - present)

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

AOL, LLC

Managing Editor, Black Voices.com

New York, NY

(March 2010 – September 2010)

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

Senior Editor, Life & Style, Black Voices.com

(July 2007-present)

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

Editor, BlackVoices.com

(Oct. 2005 – July 2007)

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

Editor, CityGuide

(May 2004-Oct. 2005)

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

AMNEWYORK - Editor

New York, NY (June 2003-May 2004)

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

FREELANCE - Writer/Editor

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

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

WOMANHOOD.COM - Editor/Producer

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

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

HONEY MAGAZINE – Founding Editor

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

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

THE VILLAGE VOICE - Writing Fellow

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

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

THE SOURCE MAGAZINE - Editorial Assistant

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

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

EDUCATION

New York University, New York, NY

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

Amherst College, Amherst, MA

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

References Available Upon Request

Everardo Agosto Jefferson, AIA

Career Highlights

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

Education

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

Registration

- Registered Architect in NY & CT
- NCARB

Professional Activities

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

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

Select Publications

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

SHARON E. JOSEPH

New York, New York 10027

EXPERIENCE:

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

EDUCATION

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

INTEREST

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

Joshua J. Klaris

Brooklyn, New York, 11201

EXPERIENCE

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

EDUCATION

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

Ruth P. Meyler

[REDACTED]
New York, NY 10024

Telephone: [REDACTED]
Cell: [REDACTED]

PROFESSIONAL EXPERIENCE IN EDUCATION

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

ACCREDITATION COORDINATOR (2003 – 2004)

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

CHIEF OF STAFF (2002 – 2003)

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

Summerbridge National - San Francisco, CA

2000-2001

DIRECTOR OF PROGRAMS

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

VOLUNTEER EXPERIENCE IN EDUCATION

St Hope Leadership Academy – Harlem, New York

2008 –date

- Member, Board of Trustees
- Board Secretary

Leadership Prep Charter School – Brooklyn, New York

2004 - date

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

Gateway Charter High School - San Francisco, CA

1999 - 2004

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

Francisco Middle School - San Francisco, CA

1996 -1998

- Tutor and classroom assistant

OTHER PROFESSIONAL EXPERIENCE

Levi Strauss & Co - San Francisco, CA

1980 - 1999

CHIEF INTELLECTUAL PROPERTY COUNSEL (1994 –1999)

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

CHIEF INTERNATIONAL COUNSEL (1987 – 1994)

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

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

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

CHIEF EUROPEAN COUNSEL (1980 – 1981)

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

Itel Corporation - San Francisco, CA
SENIOR COUNSEL

1977 - 1980

Baker & McKenzie - London, England
ASSOCIATE LITIGATION COUNSEL

1974 – 1977

EDUCATION AND PROFESSIONAL AFFILIATIONS

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

ANDREW POPPER

New York, NY 10025

SELF EMPLOYED New York, NY

2010-present

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

BUSINESS WEEK, New York, NY

1996-2009

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

USNEWS & WORLD REPORT, Washington, DC

1990-1996

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

SELF EMPLOYED, New York, NY

1978-1990

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

EDUCATION & OTHER EXPERIENCE

BA cum laude, Yale University

Intern, New York City Planning Commission

Producer, Eddie Adams Workshop

Memberships:

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

Photo Competition Judge: Visa Pour l'Image

Boards of Directors:

Neighborhood Charter School of Harlem
49-96 Tenants Corp.

Volunteer: Summit School Transition Team

Adam Rashid

[REDACTED]
New York, NY 10010

Education

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

1994-1999

Employment

Analyst, Eminence Capital

1999-present

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

Examples of research process and outcomes:

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

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

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

Activities

Volunteer – Big Brothers Big Sisters

May 2008-present

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

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

September 2009-present

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

Patricia Soussloff

[REDACTED]
[REDACTED]
New York, NY 10021 [REDACTED]

PROFESSIONAL LEGAL EXPERIENCE

Sullivan & Cromwell, New York

- Corporate Law Associate, October 1985 to June 1986

Shearman & Sterling, Los Angeles

- Corporate Law Associate, June 1986 to May 1988

Shearman & Sterling, New York

- Corporate Law Associate, May 1988 to December 1989

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

- Volunteer Special Education Lawyer, September 2008 to August 2010

OTHER EXPERIENCE IN EDUCATION

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

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

Parents' Association, The Brearley School

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

EDUCATION and BAR ADMISSION

College of William & Mary

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

Hastings College of Law

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

Admitted to New York Bar in 1985

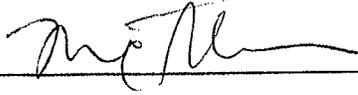
Attachment 8

Statement of Assurances for Each Board Member Applicant

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

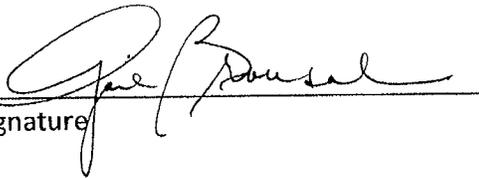
I, Marva Allen, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon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

 3/11/21
Signature Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

March 7, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Angela Bronner Helm
Signature

3/7/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Sharon Joseph 3-7-11
Signature Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Andrew J Popper _____
Signature Date

3/5/11

Attachment 9

Requests for Information from Prospective Charter School Board Members

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

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

Name: Ms. Marva Allen

Daytime Telephone: [REDACTED]

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

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED] New York, NY 10027

Business E-Mail/Fax: [REDACTED]

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I served on the board of St. Hope Academy Charter School in Harlem (I am now on the Advisory Board), along with Ruth Meyler, the lead-applicant for NCSH. Ruth explained her idea for the school to me and asked me to join the founding board.
5. Please explain why you wish to serve on the board. As the owner of a bookstore in Harlem, I am passionate about the importance of literacy and a good education. NCSH will provide an important educational option to families in our community, first by providing a rigorous education to all its students and secondly, by offering a unique program for autistic children who are capable of academic work but need support from teachers who are specifically trained to address their social and learning challenges. These children have often been lost in the educational system because of a lack of programs that simultaneously address their needs and challenge them academically. For that reason I am excited about the mission of NCSH. Giving back to the Harlem community is also very important to me and serving on the board of NCSH is a great way to do so.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I was a founding trustee of St. Hope Leadership Academy Charter School in Harlem and am a trustee of LitWorld, a not-for-profit organization that develops literacy skills in children worldwide.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

company or charter management organization.

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

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

Educational Philosophy

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

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

Other

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

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

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

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

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

Name: Gail Brousal

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Brooklyn, NY 11201

Personal E-Mail/Fax: [REDACTED]

Business Address: as above

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I learned of Neighborhood Charter School of Harlem because of my acquaintance with founder Ruth Meyler with whom I served on the Leadership Preparatory Charter Schools in Brooklyn.
5. Please explain why you wish to serve on the board. I believe that all children in NYC deserve an appropriate, nurturing and exciting education. NCSH's inclusive model will offer a program that engages students who are on the ASD spectrum, those learning English for the first time as they enter school and all students in the neighborhood.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I am currently the chair of the program committee for Leadership Preparatory Charter School in Bedford-Stuyvesant and in Brownsville.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

nature of the business that is being or will be conducted.

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

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

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

Educational Philosophy

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

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

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. It is our undertaking to educate our children so that they can succeed in college preparatory high schools after their time at NSCH. As a Board it is our obligation to hire a School Head, oversee the academic program, allocate resources to fulfill the mission of the school and make sure that the school is fiscally sound and physically safe.

Other

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

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

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

Name: Erik Dowling

Daytime Telephone: [REDACTED]

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

Personal E-Mail/Fax: [REDACTED]

Business Address:

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *A friend of mine from school referred me to the one of the board members, knowing that they were seeking someone with a real estate background.*
5. Please explain why you wish to serve on the board. *As a parent and conscientious member of my community I feel that participating on this board is way to contribute to the growth and enhancement of my city, as well as a way to serve the needs of the prospective students. Additionally, my position on this board provides me with an opportunity to put my knowledge and skills to use for a good cause benefiting others besides only serving myself.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *Please refer to the attached resume.*
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

Conflict of Interest

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *Our Code of Ethics requires a member of the Board of Trustees to publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has on any matter before. I would remind the board member of his or her responsibility under this provision. If the member did not make full disclosure I would notify the Board President and request that the Board investigate the matter and take appropriate action.*

Educational Philosophy

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

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

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

Other

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

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

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

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

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

Name: Mr. Derek Fleming

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] New York, NY 10026

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED] New York, NY 10065

Business E-Mail/Fax: [REDACTED]

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. A fellow colleague told me about the project and introduced me to Ruth Meyler, the founding board president.
5. Please explain why you wish to serve on the board. I wish to serve on the board because I feel that the mission and program of our charter school will make a bold, positive impression on the Harlem community. I am excited to help create a school that not only serves children with special needs but seeks them out and provides a program that uses best practices that allow these children to reach their potential. I believe that all the children in the school will benefit from this program and that the school will become a model for how to serve children with special needs.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

company or charter management organization.

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. The board of NCSH will adopt a code of ethics and conflicts of interest policy that says that board members cannot engage in self-dealing transactions except as approved by the board. If I thought another board member was self-dealing I would remind him or her of their obligation under the terms of the Board's code of ethics and conflicts of interest policy to fully disclose his interest prior to the Board's acting on the transaction. If he/she did not make full disclosure I would notify the president of the board. The board should then follow the prescribed course of action, and the board member in question should be relieved of voting rights relative to the situation, until a final investigation is completed.

Educational Philosophy

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

not they have special needs.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school begins with curricula and teaching practices that have proven success and constantly refines and improves its program to advance student learning. The staff is willing to work harder than others to assure that students are proficient in all subjects. The board needs to support the leadership team in this endeavor and to hold them accountable for reaching the goals set by the school.

Other

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

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

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

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

Daytime Telephone: _____

Home Mailing Address: _____ New York, NY 10030

Personal E-Mail/Fax: _____

Business Address: _____ New York, NY
10035

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

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

Charter School Address: _____ TBD

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

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

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

Background

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

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

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

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

This does not apply to me.

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

Conflict of Interest

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

Yes.

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

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

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

I / we do not know any such persons.

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

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

No.

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

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers,

owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

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

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

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

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

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

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

None.

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

Educational Philosophy

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

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

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

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

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

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

Other

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

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

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

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

Personal E-Mail/Fax: [REDACTED]	
Caples Jefferson Architects	
Business Address: _____	
[REDACTED] New York NY 10018	

Business E-Mail/Fax: [REDACTED]	fax [REDACTED]
Neighborhood Charter School of Harlem	
Charter School Name: _____	
N/A	
Charter School Address: _____	

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

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

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

Background

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

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

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

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

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

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I did serve for many years on the Board of Directors of Family Justice, an organization that helped parolees adapt to their new environments.

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

This does not apply to me. Yes.

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

nature of the business that is being or will be conducted.

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

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

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

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

None. Yes.

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

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

Educational Philosophy

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

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

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

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

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

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

The characteristics of a successful charter school are the following:

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

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

Other

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

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

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

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

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

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

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

Name: Sharon Joseph

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] New York, NY 10027

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED] New York, NY 10027

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I met two members of the planning team for Neighborhood Charter School of Harlem at an event at the Red Rooster in Harlem. I mentioned that I knew some potential facilities for the school and they invited me to lunch to discuss.*
5. Please explain why you wish to serve on the board. *As a Harlem resident, business owner and member of Community Board 10 I care deeply about the future of Harlem. I know the vital importance of a good education for our children and I believe that this school will provide a great education for a broad range of children. The school's program for high functioning autistic children will be the first of its kind in Harlem and is badly needed.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

company or charter management organization.

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would remind the board member of the proscription against self dealing in the Board's code of ethics and conflicts of interest policy and ask him or her to fully disclose their interest to the Board. If the member did not make full disclosure I would notify the Board President and request that the Board investigate the matter and take appropriate action.*

Educational Philosophy

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

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

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

Other

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

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

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

Name: Ms. Ruth Meyler

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] New York, NY 10024

Personal E-Mail/Fax: [REDACTED]

Business Address: same as home

Business E-Mail/Fax: same as personal

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: [REDACTED] New York, NY 10024

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

Proposed Chair

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I am the Lead Applicant.
5. Please explain why you wish to serve on the board. I have served on three charter school boards and come to believe that charter schools, at their best, offer the possibility of dramatically improving public education. I also believe that many children with autism spectrum disorders, particularly low-income children "fall through the cracks" and never achieve their potential.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): As appears from my resume, I served on the board of Gateway Charter High School in San Francisco and was a founding trustee of Leadership Prep Charter School in Brooklyn, New York. I am currently a trustee of St. Hope Leadership Academy Charter School in Harlem, New York. I was also the Chief of Staff of Gateway Charter High School during a leadership transition and was its Accreditation Coordinator. I have been involved with, and deeply committed to, charter schools for more than 10 years.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

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

Educational Philosophy

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

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

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

Other

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

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

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

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

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

Name: Andrew Popper

Daytime Telephone: [REDACTED]

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

Personal E-Mail/Fax: [REDACTED]

Business Address: same as home

Business E-Mail/Fax: [REDACTED]

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I'm the parent of a special needs child. My wife and I spent years exploring public school options for my child, and came to know any number of and other parents facing the same dilemma. Another board member of this school, Ruth Meyler, was aware of the experience I've gained in the course of our school search, and of my prior volunteer service on a board of directors. She invited me to join this board.
5. Please explain why you wish to serve on the board. I would like to make it easier for families with special needs children like mine find an appropriate public elementary school.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

nature of the business that is being or will be conducted.

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. First, I would raise the subject individually, with the member or members in question. If they admitted wrongdoing, I would encourage them to bring the issue to the whole board's attention, and seek resolution. If my concerns were not allayed, I would take the matter up with the rest of the board, individually or at a meeting, depending on the circumstances.

Educational Philosophy

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

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

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. What makes a charter school, or any school successful is being a community, and being part of a larger community. The Board will take an active

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

Other

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

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

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

Name: Mr. Adam Rashid

Daytime Telephone: [REDACTED]

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

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED] New York, NY 10022

Business E-Mail/Fax: [REDACTED]

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. A friend of mine is on the board of Leadership Prep Charter School in Brooklyn, along with Ruth Meyler. My friend knew that Ruth was involved in starting a new charter school, and that Ruth was looking for a board member with financial expertise. I had expressed an interest in volunteer opportunities to my friend, so she suggested that I contact Ruth. I met with Ruth and Patti Sousloff, and was impressed with their mission for the Neighborhood Charter School, and felt that I could contribute.
5. Please explain why you wish to serve on the board. I have always been interesting in volunteering and helping children. For the last two years, I have been a Big Brother to a teenager who lives in the Bronx. The experience has been extremely rewarding, and I have seen my Little Brother make great strides, both personally and academically. While still committed to being a Big Brother, I started looking for an additional opportunity to volunteer, also in the area of helping disadvantaged youth – I was interested in becoming part of a larger effort, that would benefit many children. I believe that serving on the board of the Neighborhood Charter School of Harlem is the perfect opportunity for me since its mission exemplifies my desire to help disadvantaged youth; and will allow me to contribute my business skills to ensure that the School is financially and operationally successful.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal

offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. If I believed that one of the board members were working for his/her own benefit, I would determine if that represented a conflict of interest. I would encourage that board member to bring it up at the next board meeting, so the board could discuss it. If questions remained, then the Board should conduct a formal investigation as to whether the actions constituted a conflict of interest and/or jeopardized the school or its students. If the transgressions were severe, I would recommend that the particular trustee be dismissed from the board, and that, if necessary, appropriate legal action be taken. Board members have a responsibility to the school, students,

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

Educational Philosophy

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

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

Other

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

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

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

Name: Patricia Soussloff

Daytime Telephone: [REDACTED]

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

Personal E-Mail/Fax: [REDACTED]

Business Address: NA

Business E-Mail/Fax: NA

Charter School Name: Neighborhood Charter School of Harlem

Charter School Address: TBD

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

Trustee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Ruth Meyler is a friend. She conceived of the idea for the school and approached me to help because of my background in special education law.*
5. Please explain why you wish to serve on the board. *I have been committed for many years to improving education opportunities for low income children in New York through service on the board of a not-for-profit agency. More recently, through my work representing low income families of children in special education, I have come to understand the importance of programs that address the specific needs of children in a very targeted way. I believe passionately in the model we have chosen and am deeply committed to its success.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *In addition to my legal background, both in corporate law and special education law, I have extensive fundraising experience from serving on the board and as both chair of the Development Committee and Board President of a not-for-profit organization (see resume) and previously, in leadership roles for various school and church annual appeals and capital campaigns.*
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

None. Yes.

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

Educational Philosophy

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

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

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

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

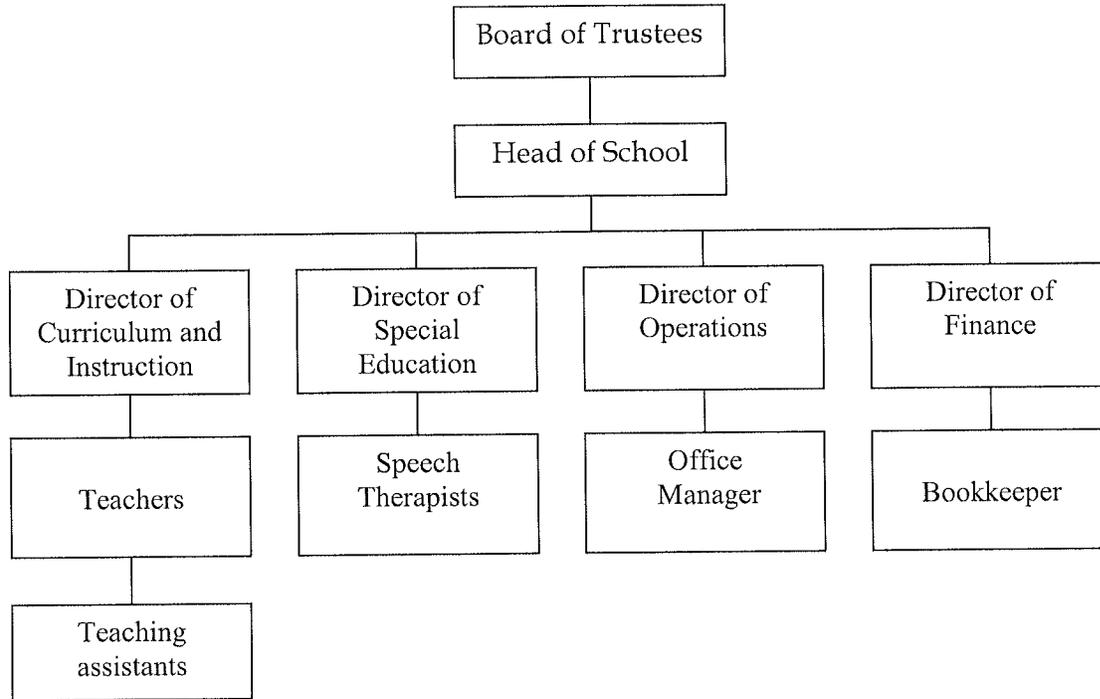
Other

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

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

Attachment 10

**NEIGHBORHOOD CHARTER SCHOOL OF HARLEM
ORGANIZATIONAL CHART**



NEIGHBORHOOD CHARTER SCHOOL OF HARLEM KEY POSITIONS

Key Positions Descriptions

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

1. Head of School

QUALIFICATIONS

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

Successful candidates will demonstrate the following qualities and experience:

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

MAJOR RESPONSIBILITIES

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

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

2. Director of Curriculum and Instruction

QUALIFICATIONS

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

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

MAJOR RESPONSIBILITIES

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

3. Director of Operations

QUALIFICATIONS

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

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

MAJOR RESPONSIBILITIES

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

4. Director of Finance

QUALIFICATIONS

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

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

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

MAJOR RESPONSIBILITIES

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

5. Office Manager

QUALIFICATIONS

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

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

MAJOR RESPONSIBILITIES

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

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

6. Bookkeeper

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

QUALIFICATIONS

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

MAJOR RESPONSIBILITIES

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

7. Director of Special Education

QUALIFICATIONS

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

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

MAJOR RESPONSIBILITIES

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

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

8. Classroom Teacher/Special Education Teacher

QUALIFICATIONS

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

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

MAJOR RESPONSIBILITIES

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

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

9. Speech and Language Pathologist

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

QUALIFICATIONS

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

MAJOR RESPONSIBILITIES

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

10. Teaching Assistant

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

QUALIFICATIONS

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

MAJOR RESPONSIBILITIES

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



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

Neighborhood Charter School of Harlem

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

Examples

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

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

DESCRIPTION OF ASSUMPTIONS

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

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	New York City	CY Per Pupil Rate	
		13,527	
School District 2 (Enter Name)		-	
School District 3 (Enter Name)		-	
School District 4 (Enter Name)		-	
School District 5 (Enter Name)		-	
School District 6 (Enter Name)		-	
School District 7 (Enter Name)		-	
School District 8 (Enter Name)		-	
School District 9 (Enter Name)		-	
School District 10 (Enter Name)		-	
School District 11 (Enter Name)		-	
School District 12 (Enter Name)		-	
School District 13 (Enter Name)		-	
School District 14 (Enter Name)		-	
School District 15 (Enter Name)		-	

School District - ALL OTHER			
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		13,527	
Special Education Revenue			
Grants			
Stimulus			
DYCD (Department of Youth and Community Developmt.)			
Other			
Other			

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

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

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations	250,000	
Fundraising	50,000	
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	300,000	

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

TOTAL REVENUE

300,000

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

DESCRIPTION OF ASSUMPTIONS

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

START-UP PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

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

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

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

PAYROLL TAXES AND BENEFITS

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

TOTAL PERSONNEL SERVICE COSTS

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

CONTRACTED SERVICES

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

SCHOOL OPERATIONS

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

FACILITY OPERATION & MAINTENANCE

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

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-
-

TOTAL EXPENSES

171,720

NET INCOME

128,280

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

DESCRIPTION OF ASSUMPTIONS

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

START-UP
PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

New York City	
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	
School District 6 (Enter Name)	
School District 7 (Enter Name)	
School District 8 (Enter Name)	
School District 9 (Enter Name)	
School District 10 (Enter Name)	
School District 11 (Enter Name)	
School District 12 (Enter Name)	
School District 13 (Enter Name)	
School District 14 (Enter Name)	
School District 15 (Enter Name)	
School District - ALL OTHER	-

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

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

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

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City:							
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
School District 6 (Enter Name)							
School District 7 (Enter Name)							
School District 8 (Enter Name)							
School District 9 (Enter Name)							
School District 10 (Enter Name)							
School District 11 (Enter Name)							
School District 12 (Enter Name)							
School District 13 (Enter Name)							
School District 14 (Enter Name)							
School District 15 (Enter Name)							
School District - ALL OTHER							
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)							
Special Education Revenue							
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)							
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES							
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							
Title I							
Title Funding - Other							
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES							
LOCAL and OTHER REVENUE							
Contributions and Donations	250,000						250,000
Fundraising	30,000	20,000					50,000
State Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	280,000	20,000					300,000
TOTAL REVENUE	280,000	20,000					300,000

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

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

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

DESCRIPTION OF ASSUMPTIONS

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

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

REVENUE

REVENUES FROM STATE SOURCES		Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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 Full)		13,527		1,433,862					1,433,862
Special Education Revenue					899,348				899,348
Grants									
Stimulus									
DYCD (Department of Youth and Community Developm.)									
Other				92,446					92,446
Other				7,937					7,937
TOTAL REVENUE FROM STATE SOURCES				1,534,245	899,348				2,433,593
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs									
Title I				124,317					124,317
Title Funding - Other									
School Food Service (Free Lunch)									
Grants									
Charter School Program (CSP) Planning & Implementation									
Other									
TOTAL REVENUE FROM FEDERAL SOURCES				124,317					124,317
LOCAL and OTHER REVENUE									
Contributions and Donations									
Fundraising							25,000		25,000
Erate Reimbursement								26,100	26,100
Earnings on Investments									
Interest Income								424	424
Food Service (Income from meals)									
Text Book									
OTHER							25,000	26,524	51,524
TOTAL REVENUE FROM LOCAL and OTHER SOURCES							25,000	26,524	51,524
TOTAL REVENUE				1,658,562	899,348		25,000	26,524	2,609,434

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

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

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

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

board member donations and individual fundraising
 90% Erate reimbursement for phone and internet service

money market account, assume .5% on average cash balance
 NCSH will not charge parents/students ineligible for NSLP free lunch

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

DESCRIPTION OF ASSUMPTIONS

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

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

EXPENSES

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	1					120,000	120,000	Head of School at \$120k, 3% increase annually
Instructional Management	1	85,000					85,000	Director of Instruction at \$85k, 3% increase annually
Deans, Directors & Coordinators	1		75,000				75,000	Director of Special Education at \$75k, 3% increase annually
CFO / Director of Finance	1					130,000	130,000	Director of Operations at \$85k and office manager at \$45k, 3% increase
Operation / Business Manager	2					35,000	35,000	Admin assistant at \$35k, another in yr3, bookkeeper in yr3, 3% increase
Administrative Staff	1.00							
TOTAL ADMINISTRATIVE STAFF	6.00	85,000	75,000			285,000	445,000	

INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6	360,000					360,000	\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
Teachers - SPED	6		360,000				360,000	\$60k salary, 6 in year 1, add 3 each year, to 15 in year 5
Substitute Teachers	1	60,000					60,000	\$60k salary, coverage teacher, add one per year
Teaching Assistants	2	60,000					60,000	\$30k salary, 2 in year 1, add 1 each year to 6 in year 5
Specialty Teachers								
Aides								
Therapists & Counselors	1		65,000				65,000	Speech therapist: 1 in yr 1, 2 in yr2, 3 in yr4/5, 4 in yr5
Other								
TOTAL INSTRUCTIONAL	16.00	545,000	360,000				805,000	

NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse								
Librarian								
Custodian								
Security								
Other								
TOTAL NON-INSTRUCTIONAL								
SUBTOTAL PERSONNEL SERVICE COSTS	22.00	630,000	435,000			285,000	1,350,000	

PAYROLL TAXES AND BENEFITS								
Payroll Taxes		48,192	33,278			21,803	103,273	FICA at 7.65%
Fringe / Employee Benefits		128,205	88,523			57,998	274,725	Fringe at 20.35% (28% including payroll taxes)
Retirement / Pension								included above
TOTAL PAYROLL TAXES AND BENEFITS		176,400	121,800			79,800	378,000	
TOTAL PERSONNEL SERVICE COSTS	22.00	806,400	556,800			364,800	1,728,000	

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

SCHOOL OPERATIONS								
Board Expenses						5,000	5,000	Board governance training at \$5000 per year
Classroom / Teaching Supplies & Materials		10,950					10,950	\$150 per Gen Ed student
Special Ed Supplies & Materials			4,950				4,950	\$150 per Special Ed student
Textbooks / Workbooks		42,400					42,400	\$400/student
Supplies & Materials other				17,950			17,950	each year for library
Equipment / Furniture		40,100					40,100	student furniture (new+replacement), office furniture
Telephone						29,000	29,000	\$500/month for landline, \$50/month/employee for mobile phone; plus \$5k in yr 1 for phone server; \$500/month for network support
Technology		12,000				64,000	54,000	year 1: \$5k for accounting software; \$2k for smartphones; \$15k for admin software; \$14k laptops for teachers; \$12k PCs for classrooms; replacements thereafter based on equipment lifecycle; \$500/month for PC support
Student Testing & Assessment		5,300					5,300	\$50/student/year
Field Trips		3,180					3,180	\$10/student, 3 trips per year
Transportation (student)		1,789					1,789	Metrocards for 25% of students, \$4.50 for 15 extra days
Student Services - other				40,000			40,000	part-time phys ed teacher, full-time in yr3; part-time arts teacher, full-time in yr4
Office Expense						17,900	17,900	copier lease at \$400/month, office supplies at \$5000/grade, postage at \$2500/year
Staff Development		77,000					77,000	teachers, incl TCRRV
Staff Recruitment		15,000					15,000	travel, job fairs, advertising, finders fees
Student Recruitment / Marketing		32,000					32,000	coordinator; \$6k services to assist in ELL recruitment
School Meals / Lunch								in contracted services
Travel (Staff)						1,500	1,500	\$1500/year for travel to conferences, 3% COLA
Fundraising						1,000	1,000	Board will conduct fundraising activities
Other								subscriptions, 3% COLA
TOTAL SCHOOL OPERATIONS		239,719	4,950	57,950		96,400	399,019	

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

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

TOTAL EXPENSES		1,088,820	670,000	123,353		814,075	2,696,248	
NET INCOME		569,742	229,348	(123,353)	25,000	(787,551)	(86,814)	

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

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,658,562	899,348	-	25,000	26,524	2,609,434
Total Expenses	1,088,820	670,000	123,353	-	814,075	2,696,248
Net Income	569,742	229,348	(123,353)	25,000	(787,551)	(86,814)
Actual Student Enrollment	75	31				106
Total Paid Student Enrollment						-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	75	31				106
School District 2 (Enter Name)						
School District 3 (Enter Name)						
School District 4 (Enter Name)						
School District 5 (Enter Name)						
School District 6 (Enter Name)						
School District 7 (Enter Name)						
School District 8 (Enter Name)						
School District 9 (Enter Name)						
School District 10 (Enter Name)						
School District 11 (Enter Name)						
School District 12 (Enter Name)						
School District 13 (Enter Name)						
School District 14 (Enter Name)						
School District 15 (Enter Name)						
School District - ALL OTHER						
TOTAL ENROLLMENT	75	31				106
REVENUE PER PUPIL	22,114	29,011	-			24,617
EXPENSES PER PUPIL	14,518	21,613	-			25,436

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

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

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
* 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.													
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
New York City	13,527												
School District 2 (Enter Name)	238,977		238,977		238,977		238,977		238,977		238,977		1,432,862
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 (Enter Name)													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil)	13,527												
Special Education Revenue	238,977		238,977		238,977		238,977		238,977		238,977		1,432,862
Grants	149,891		149,891		149,891		149,891		149,891		149,891		899,348
Stimulus													
DYCD (Department of Youth and Community Development)													
Other	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	7,704	92,446
Other	661	661	661	661	661	661	661	661	661	661	661	661	7,937
TOTAL REVENUE FROM STATE SOURCES	397,234	8,365	397,234	8,365	397,234	8,365	397,234	8,365	397,234	8,365	397,234	8,365	2,433,593
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs													
Title I							24,863	18,648	18,648	18,648	18,648	24,863	124,317
Title Funding - Other													
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES							24,863	18,648	18,648	18,648	18,648	24,863	124,317
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Erate Reimbursement	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	26,100
Earnings on Investments													
Interest Income	35	35	35	35	35	35	35	35	35	35	35	35	424
Food Service (Income from meals)													
Text Book													
OTHER	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	51,524
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	51,524
TOTAL REVENUE	401,527	12,659	401,527	12,659	401,527	12,659	426,391	31,306	420,175	31,306	420,175	37,522	2,609,434

Neighborhood Charter School of Harlem PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,609,434	3,846,534	5,211,132	6,512,220	7,813,393	
Total Expenses	2,696,248	3,503,934	4,784,217	6,333,998	7,652,822	
Net Income (Before Cash Flow Adjustments)	(86,814)	342,620	426,915	178,222	160,570	
Actual Student Enrollment	106	163	219	271	323	
Total Paid Student Enrollment						
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
Per Pupil Revenue Percentage Increase						
REVENUE	0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
New York City	13,627	1,433,862	2,204,901	2,962,413	3,665,817	4,369,221
School District 2 (Enter Name)						assume no change in per pupil rates over years
School District 3 (Enter Name)						
School District 4 (Enter Name)						
School District 5 (Enter Name)						
School District 6 (Enter Name)						
School District 7 (Enter Name)						
School District 8 (Enter Name)						
School District 9 (Enter Name)						
School District 10 (Enter Name)						
School District 11 (Enter Name)						
School District 12 (Enter Name)						
School District 13 (Enter Name)						
School District 14 (Enter Name)						
School District 15 (Enter Name)						
School District - ALL OTHERS						
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,433,862	2,204,901	2,962,413	3,665,817	4,369,221
Special Education Revenue		809,348	1,322,612	1,828,532	2,333,452	2,838,372
						5% of students 20-59% at \$10,890, 10% -60% at \$19,965; 16 ASD students in year 1 at \$40,370, per supplemental funding request; 21 ASD students in yr2, 24 in yr3, 44 in yr4, 55 in yr5
Grants						
Stipend						
DYCD (Department of Youth and Community Development)						
Other		92,416	12,205	16,370	20,292	24,186
		7,937	17,205	16,370	20,292	24,186
Other		7,937	17,205	16,370	20,292	24,186
		7,937	17,205	16,370	20,292	24,186
TOTAL REVENUE FROM STATE SOURCES		2,432,593	3,540,718	4,807,344	6,019,561	7,231,779
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			63,063	86,229	106,108	133,274
		124,212	191,156	256,813	317,839	378,814
Title I						
Title I Funding - Other						
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES		124,212	254,229	343,072	425,937	510,888
LOCAL and OTHER REVENUE						
Contributions and Donations						
Fundraising		25,000	25,000	25,000	25,000	25,000
Estate Reimbursement		26,100	25,512	24,720	23,721	23,122
Earnings on Investments						
Interest Income		424	1,064	2,988	4,501	5,348
Food Service (Income from meals)						
Text Book						
OTHER		51,524	51,656	60,717	66,721	71,525
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		51,524	51,656	60,717	66,721	71,525
TOTAL REVENUE		2,609,434	3,846,534	5,211,132	6,512,220	7,813,393

EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	No. of Positions					
Instructional Management	1.00	\$120,000	\$123,800	\$127,200	\$131,127	\$135,061
Director of Instruction	1.00	\$85,000	\$87,500	\$90,127	\$92,882	\$95,648
Director of Special Education	1.00	\$75,000	\$77,250	\$79,568	\$81,958	\$84,413
Director of Finance	1.00	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Director of Operations	2.00	\$130,000	\$133,000	\$137,000	\$141,000	\$145,000
Administrative Staff	1.00	\$35,000	\$36,050	\$37,100	\$38,150	\$39,200
TOTAL ADMINISTRATIVE STAFF	6.00	\$445,000	\$456,350	\$469,227	\$482,107	\$495,021
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6.00	\$350,000	\$356,000	\$362,000	\$368,000	\$374,000
Teachers - SPED	6.00	\$450,000	\$456,000	\$462,000	\$468,000	\$474,000
Substitute Teachers	1.00	\$60,000	\$63,000	\$66,000	\$69,000	\$72,000
Teaching Assistants	2.00	\$60,000	\$59,700	\$59,400	\$59,100	\$58,800
Specialty Teachers	1.00	\$0	\$0	\$100,000	\$100,000	\$100,000
Aides					75,000	77,500
Therapists & Counselors	1.00	\$65,000	\$133,000	\$206,000	\$213,000	\$220,000
Other		\$0	\$0	\$22,122	\$26,291	\$28,728
TOTAL INSTRUCTIONAL	16.00	\$905,000	\$918,600	\$930,000	\$941,000	\$952,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Horse						
Librarian					32,782	33,765
Custodian						
Security						
Other					32,782	33,765
TOTAL NON-INSTRUCTIONAL					32,782	33,765
SUBTOTAL PERSONNEL SERVICE COSTS	22.00	1,350,000	1,375,200	1,400,000	1,425,000	1,450,000
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		103,275	146,852	215,669	270,927	323,338
Fringe / Employee Benefits		\$274,228	\$390,813	\$573,708	\$720,702	\$860,282
Retirement / Pension						
TOTAL PAYROLL TAXES AND BENEFITS		377,503	537,665	789,377	991,629	1,183,620
TOTAL PERSONNEL SERVICE COSTS	22.00	1,727,503	1,912,865	2,189,377	2,416,629	2,633,620
CONTRACTED SERVICES						
Accounting / Audit		\$105,000	\$108,150	\$111,300	\$114,450	\$117,600
Legal		\$5,000	\$5,150	\$5,300	\$5,450	\$5,600
Management Company Fee						
Nurse Services		\$48,800	\$48,204	\$47,608	\$47,012	\$46,416
Food Service / School Lunch		\$18,603	\$18,607	\$18,611	\$18,615	\$18,619
Payroll Services		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Special Ed Services		\$108,250	\$109,653	\$111,056	\$112,459	\$113,862
Titelment Services (e.g. Title I)						
Other Purchased / Professional / Consulting		\$47,200	\$48,056	\$48,912	\$49,768	\$50,624
TOTAL CONTRACTED SERVICES		329,353	326,309	323,906	321,503	319,100
SCHOOL OPERATIONS						
Board Expenses		\$5,000	\$5,150	\$5,300	\$5,450	\$5,600
Classroom / Teaching Supplies & Materials		\$10,950	\$11,100	\$11,250	\$11,400	\$11,550
Special Ed Supplies & Materials		\$1,950	\$1,950	\$1,950	\$1,950	\$1,950
Textbooks / Workbooks		\$42,000	\$42,000	\$42,000	\$42,000	\$42,000
Supplies & Materials other		\$17,950	\$18,225	\$18,500	\$18,775	\$19,050
Equipment / Furniture		\$20,100	\$20,100	\$20,100	\$20,100	\$20,100
Telephone		\$29,000	\$28,380	\$27,760	\$27,140	\$26,520
Technology		\$54,000	\$52,700	\$51,400	\$50,100	\$48,800
Student Testing & Assessment		\$5,300	\$5,285	\$5,270	\$5,255	\$5,240
Field Trips		\$3,180	\$4,890	\$6,700	\$8,510	\$10,320
Transportation (Student)		\$1,789	\$2,254	\$2,696	\$3,157	\$3,618
Student Services other		\$40,000	\$41,200	\$42,400	\$43,600	\$44,800
Office Expense		\$1,900	\$2,615	\$3,330	\$4,045	\$4,760
Staff Development		\$77,000	\$73,000	\$69,000	\$65,000	\$61,000
Staff Recruitment		\$15,000	\$15,450	\$15,900	\$16,350	\$16,800
Student Recruitment / Marketing		\$22,000	\$22,500	\$23,000	\$23,500	\$24,000
School Meals / Lunch		\$1,500	\$1,545	\$1,590	\$1,635	\$1,680
Travel (Staff)		\$1,000	\$1,030	\$1,060	\$1,090	\$1,120
Fundraising						
Other		\$1,000	\$1,030	\$1,060	\$1,090	\$1,120
TOTAL SCHOOL OPERATIONS		399,019	386,150	373,281	360,412	347,543

Neighborhood Charter School of Harlem PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD <small>*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.</small>						DESCRIPTION OF ASSUMPTIONS
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
Total Revenue	2,609,434	3,846,554	5,211,132	6,512,220	7,813,393	
Total Expenses	2,696,248	3,503,934	4,784,217	6,333,998	7,652,822	
Net Income (Before Cash Flow Adjustments)	(86,814)	342,620	426,915	178,222	160,570	
Actual Student Enrollment	106	163	219	271	323	
Total Paid Student Enrollment						
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
FACILITY OPERATION & MAINTENANCE						
Insurance	\$11,078	\$20,083	\$25,270	\$30,832	\$35,626	based on quotes from broker; premiums increase as school grows
Janitorial	\$1,272	\$1,956	\$2,628	\$3,282	\$3,876	maintenance supplies at \$12/student/year
	145,700	205,960	353,050	414,300	470,500	\$20 in rent per sqft in yr1-12 for incubation space, \$25 after for permanent space; soft projections based on classroom sizes of 625sq ft for Gen Ed, 425 for Nest
Building and Land Rent / Lease						renovation and construction: year 1 of \$25k is after \$50k in the pre-opening period
Repairs & Maintenance	\$36,000	\$51,000	\$52,430	\$54,106	\$55,728	
Equipment / Furniture						
Security	27,825	28,660	29,520	30,405	31,312	\$15/hour for 9 hours/day, plus 100 hours for events
Utilities						
TOTAL FACILITY OPERATION & MAINTENANCE	219,875	307,659	463,004	537,895	597,042	
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	\$25,000	\$25,000	\$25,000	\$500,000	\$800,000	\$25k dissolution fund for three years, reserve build up in years 4 and 5
TOTAL EXPENSES	2,696,248	3,503,934	4,784,217	6,333,998	7,652,822	
NET INCOME	(86,814)	342,620	426,915	178,222	160,570	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	106	163	219	271	323	
School District 2 (Enter Name)						
School District 3 (Enter Name)						
School District 4 (Enter Name)						
School District 5 (Enter Name)						
School District 6 (Enter Name)						
School District 7 (Enter Name)						
School District 8 (Enter Name)						
School District 9 (Enter Name)						
School District 10 (Enter Name)						
School District 11 (Enter Name)						
School District 12 (Enter Name)						
School District 13 (Enter Name)						
School District 14 (Enter Name)						
School District 15 (Enter Name)						
School District - ALL OTHER						
TOTAL ENROLLMENT	106	163	219	271	323	
REVENUE PER PUPIL	24,617	23,598	23,795	24,030	24,190	
EXPENSES PER PUPIL	25,436	21,497	21,846	23,373	23,693	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation						
Other						
Total Operating Activities						
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures						
Other						
Total Investment Activities						
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit						
Other						
Total Financing Activities						
Total Cash Flow Adjustments						
NET INCOME	(86,814)	342,620	426,915	178,222	160,570	
Beginning Cash Balance	128,180	41,466	384,686	811,003	969,221	
ENDING CASH BALANCE	41,466	384,686	811,001	989,223	1,145,794	

Additional Attachments 1 & 2

Letters from Harlem community organizations

Opus 118

HARLEM SCHOOL OF MUSIC

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Meryl Streep
Steven Tenenbom
Michael Tree
Nicholas Tzavaras
Maxim Vengerov
Peter Wiley
Pinchas Zukerman

Artistic Director of

Performance
Roberta Guaspari

February 25, 2011

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

Dear Ruth

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

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

Sincerely



Catherine Meyers
External Relations Manager

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



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

February 28, 2011

Dear Ruth:

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

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

Sincerely

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

Kim George
Associate Director

Additional Attachment 3

Letter from YAI

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

**YAI National Institute for
People with Disabilities**

Over 50 Years of Hope and Opportunity

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Fax (212) 268-1083
www.yai.org

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March 9, 2011

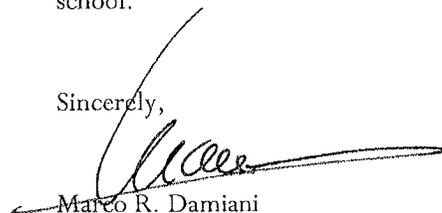
Ms. Ruth P. Meyler
101 West 81st Street, Apt. 316
New York, NY 10023

Dear Ruth:

This letter confirms that the YAI Autism Center, headed by Dr. Charles Cartwright, has developed a protocol with the planning team of The Neighborhood Charter School of Harlem (NCSH) to identify high functioning children on the autism spectrum (ASD) who would be appropriate for their program. The YAI Autism Center will conduct an independent screening of potential applicants based on this protocol and charge a fee to NCSH for its services.

YAI Network comprises seven renowned not-for-profit, independent health and human services agencies, including YAI/National Institute for People with Disabilities (YAI/NIPD), which serves people with disabilities and their families throughout the New York metropolitan area. Through our work we encounter many children with ASD who would greatly benefit from an inclusive school setting and we believe there is an urgent need for more high quality programs for these children in New York City. We look forward to working with NCSH to identify children who would be appropriate for their school.

Sincerely,



Marco R. Damiani
Senior Director
Clinical and Family Services

Additional Attachment 4

Letters from organizations working with pre-school children



Resources for Children with Special Needs, Inc.

February 18, 2011

New York City Department of Education
Office of Charter Schools
52 Chambers Street
New York, NY 10007

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Karen T. Schlesinger

To Whom It May Concern:

I am writing this letter in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

Resources for Children with Special Needs serves families of children and young adults with all special needs – social, cognitive, physical, and behavioral – with a focus on the city's highest-needs families and communities, and the organizations that serve them. Through individual advocacy, specialized trainings and community awareness events, we connect families to community resources that meet their needs and help families obtain appropriate educational services for their children. Our mission and passion is to help parents navigate “the system” to secure the resources that will help their children reach their fullest potential.

We work with a number of families with pre-school age children through our workshops for the Turning 5 process and individual counseling. Through our work we encounter families who would benefit from a wider range of educational options, especially families with children with autism spectrum disorders.

We strongly support the creation of this and other charter schools that are committed to providing quality educational experiences for students with special needs in inclusive classrooms and we would gladly work with the NCS staff to make our families aware of the application and lottery process for their school.

Sincerely,

Rachel Howard
Executive Director

Cc: Patty Souslaff
Jean Mizutani

EARLY CHILDHOOD DIRECTION CENTER
New York Presbyterian Hospital
435 East 70th Street, Suite 2A New York, New York 10021 (212) 746-6175

March 3, 2010

New York City Department of Education
Office of Charter Schools
52 Chambers Street
New York, New York 10007

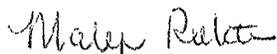
To Whom It May Concern,

This letter is written in reference to the charter application of the Neighborhood Charter School of Harlem (NCS).

As Director of the Early Childhood Direction Center (ECDC), an information and referral service for families and professionals about services for young children with special needs, I am very aware of the need for additional school options for families living in Harlem. We work with many families who struggle to find appropriate inclusive schools in their community that can meet their child's individual learning profile. This is particularly true for children who have autism spectrum related disorders and who would benefit from supportive social interaction and learning opportunities with their non-disabled peers.

ECDC staff currently share information about kindergarten programs with families who contact us for assistance with the transition process from preschool to school age special education services – we will be glad to include information with these families about the NHS application and lottery process.

Sincerely,



Marilyn Rubinstein
Director



ADVOCATES FOR CHILDREN

Helping children succeed in school

Advocates for Children of New York, Inc.
151 West 30th Street, 5th Floor
New York, NY 10001
Phone: (212) 947-9779
Fax: (212) 947-9790
www.advocatesforchildren.org

March 5, 2010

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Office of Charter Schools
52 Chamber Street
New York, NY 10007

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Matthew Lenaghan

Dear Sirs or Madames:

I am writing this letter in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

For more than 38 years, Advocates for Children of New York (AFC) has been speaking out on behalf of children most at risk of academic failure or school-based discrimination due to such factors as poverty, disability, race, ethnicity, language barriers, immigration status, homelessness, or involvement in the child welfare or juvenile justice system. We believe that all New York City children deserve an excellent public education, and we use integrated strategies to advance systemic reform, empower families and communities, and advocate for the educational rights of individual students.

Through our work on behalf of New York City's most vulnerable children, we encounter parents and families seeking a wider range of educational options for their children. Much of our work involves assisting children with special needs obtain the quality education they need and deserve in order to be successful.

Families with children with autism spectrum disorders would benefit from the creation of schools like the proposed one that are committed to the full inclusion of children with special needs and that provide a high-quality education for students from low-income communities.

Sincerely,

Kim Sweet

**Asperger
Syndrome
and
High Functioning
Autism
Association**

PO Box 916
Bethpage, NY
11714-0916

888.918.9198 phone/fax
www.ahaNY.org
info@ahaNY.org



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April 19, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Dear Sirs or Madames:

As President of the Asperger Syndrome and High Functioning Autism Association (AHA) I am very pleased to support the charter application of The Neighborhood Charter School of Harlem.

The mission of AHA is to increase awareness and knowledge of higher functioning autism among the professionals who diagnose, treat, educate or provide services; to attain appropriate educational programs, effective social skills training, increased social and recreational opportunities, meaningful employment, and sufficient and satisfactory independent living accommodations for those with high functioning autism; to develop a network of parents supporting one another through the challenges of daily life; and to provide parents and professionals with a forum for exchanging information.

Autism is a spectrum disorder that varies in degree from mild to severe with a wide range of needs. Those on the high functioning end are cognitively intact and may in fact have exceptional skills (e.g. memory, music, art or math) but are hindered from succeeding in school and in life by a range of difficulties which vary by individual. These can include:

- problems recognizing the nuances of social interaction
 - difficulty understanding other's feelings or emotions (but once aware will have an appropriate degree of compassion)
 - inability to maintain reciprocal (give and take) conversation
 - extreme literal use and interpretation of language
 - unusual speech patterns: repetitive speech, abnormal tone and/or volume, irrelevant remarks, stilted/formal manner, tendency to lecture others
 - easily upset by changes in routine
 - rigid, ritualistic behavioral patterns
 - fixation on one subject or object
 - repetitive movements, thoughts and/or speech emotional sensitivity and under/overreaction
 - fears and anxiety
 - hyper/hypo-sensitivity to sensory stimuli (sounds, light, taste, touch, odors, pain)
 - physical awkwardness
- problems with spatial awareness

Children with these traits can thrive in an academically rigorous environment provided they are given the supports they need, including explicit instruction in the social and emotional skills they lack. It is also very important that they have the ability to practice these skills with their typical peers. This is the best of all worlds; learning pragmatic (social language) skills from a trained speech and language professional and being able to practice those skills in the classroom, in the music room, on the playground with your team of teachers understanding what you are learning and how you are trying to incorporate it.

I am very familiar with the work of the professionals who are advising the planning team for The Neighborhood Charter School of Harlem. In particular, I have a strong profes-

sional relationship with Dorothy Siegel, the founder of the ASD Nest program, and Charles Cartwright, Director of the Autism Center at YAI Network. Dorothy Siegel has been a valued presenter at the AHA fall conference, now in its 20th year. This conference is geared to educators to help inform them of the strategies and practices used to include students with Asperger Syndrome and related conditions in the mainstream. The careful preparation and delivery that is part of the ASD Nest program are examples of the very best way to implement program. I hear first-hand from the many parents whose children participate successfully in the program and are members of the AHA community. The teacher training at Hunter during the summers is central to the program's success. Dr Cartwright has my respect and admiration for his knowledge, enthusiasm and sensitivity about this population. Based on their involvement and my conversations with the planning team, I am confident that NCS will provide a high quality program that uses the most promising strategies to address the needs of high functioning children on the spectrum. There is a tremendous need in New York City for programs of this type, especially in low income communities like Harlem. AHA runs 11 free support groups and a hotline that answers up to 2500 calls yearly. We are contacted daily by parents looking for programs to meet the needs of their children who are not being served in their regular public school settings. These youngsters have average to above average intelligence but are in school settings where the staff has not been trained to understand the autism spectrum. Children *without* behavior problems *develop* them when staff has insufficient or no training. Behavior problems turn into meltdowns, school phobia and worse in a population of able students whose needs can be met with good training.

AHA is eager to work with NCS to help NCS spread the word about their school to families whose children may be appropriate for the program through our website and email list of over 1800.

If you have any questions please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Patricia R. Schissel". The signature is written in a cursive, flowing style.

Patricia R. Schissel, LMSW
President
Asperger Syndrome and High Functioning Autism Association



The Mount Sinai Medical Center
Mount Sinai Hospital
Mount Sinai School of Medicine
Department of Psychiatry
alexander.kolevzon@mssm.edu

Alexander Kolevzon, MD
Assistant Professor of Psychiatry and Pediatrics
One Gustave L. Levy Place, Box 1230
New York, NY 10029-6574
212-659-9134

Mount Sinai
School of
Medicine
New York

April 5, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

To Whom It May Concern:

I am writing in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

The Seaver Autism Center for Research and Treatment at Mount Sinai School of Medicine is a translational research program that conducts studies to understand the etiology of autism spectrum disorders and to develop innovative treatments. Educating patients, families and the general public about autism is a major priority of the Seaver Autism Center and, to that end, we work with schools, advocacy groups and other community organizations to improve outcomes and advance treatments for autism and related conditions.

There is a tremendous need in New York City for more high quality programs for educating children on the autism spectrum. High functioning children, in particular, would benefit from an academically rigorous program with the kinds of social and behavioral supports that NCS will provide. We are eager to work with NCS to coordinate efforts to identify pre-school aged children, particularly low-income families from Harlem and surrounding neighborhoods, who would benefit from their program. We encounter a number of these children through their participation in our research studies. In addition, through our existing outreach infrastructure we can help NCS spread the word about their school to families whose children may be appropriate for the program.

If you have any questions please feel free to contact me.

Sincerely,

Alexander Kolevzon, MD
Clinical Director
Seaver Autism Center for Research and Treatment
Mount Sinai School of Medicine



New York University
School of Medicine

Karen M. Hopkins, MD
DEPARTMENT OF PEDIATRICS
DIVISION OF DEVELOPMENTAL-BEHAVIORAL PEDIATRICS
530 First Avenue – Suite 3A
New York, New York 10016
Phone: (212) 263-7455 Fax: (212)263-7112

April 29, 2010

New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Dear Sirs or Madames:

I am very happy to be writing in support of the charter application of The Neighborhood Charter School of Harlem (NCS).

I am currently Clinical Associate Professor of Pediatrics at the New York University School of Medicine, and a board-certified pediatric subspecialist in Neurodevelopmental Disabilities. I direct the Developmental Pediatric Clinics at Bellevue Hospital, and I am Chair of the New York State Early Intervention Coordinating Council. I have worked with children with special needs, including children on the autistic spectrum, for over 20 years.

I am sure you are aware that in recent years, an increasing number of children who present for diagnosis and treatment are on the autistic spectrum. Thus, I encounter many high functioning children on the autism spectrum. These children are often capable of academic work but lack social skills and pragmatic language skills and have behavioral and sensory issues. Parents of these children have tremendous difficulty finding suitable educational programs for them, particularly within the public school programs in the New York City Department of Education. Too often they are placed within community schools in regular education classrooms or CTT classrooms because they are capable of doing the work academically, but where the teachers, paraprofessionals, and other support staff lack the training needed to address their social, communication and behavioral needs. Other children are placed in self-contained classrooms, or in District 75 programs because they are classified as Autistic, but where they are not intellectually challenged and where their classmates may be much lower-functioning.

The program proposed by The Neighborhood Charter School of Harlem, to educate high functioning children on the autism spectrum in inclusive, academically rigorous classrooms with social and behavioral supports, is very much needed. Many of the patients we see would benefit

tremendously from such a program. In particular, the explicit teaching of social skills combined with the ability to practice those skills with their typical peers is essential to the development of these children. The opportunity for these children to be challenged to their intellectual potential within a classroom where teachers and other staff are able to support them is tremendous. Finally, the benefit to the typically-developing children from exposure to and interaction with children with special needs would be immeasurable.

I would be pleased to work with NCS in its efforts to reach out to families in Harlem and neighboring communities through providers of Early Intervention and other early childhood services in those areas. I fully support the charter application, and look forward to its first entering class.

If you have any questions please feel free to contact me.

Sincerely,

Electronically signed by Karen M. Hopkins, MD
Karen M. Hopkins, MD
Clinical Associate Professor of Pediatrics
Neurodevelopmental Behavioral Pediatrics



northside center for child development

New York City Department of Education
Office of Charter Schools
52 chamber Street
New York, NY 10007

April 26, 2010

To Whom It May Concern:

As Director of Northside Center for Child Development Day School, I am pleased to support the charter application for The Neighborhood Charter School of Harlem.

Northside Center for Child Development, Inc. has an esteemed history of providing a range of mental health and educational services for well over 60 years to the children and families in Central and East Harlem. It has been the overall mission of the agency to enhance full and positive self-development and to identify, emphasize and build on the individual strengths of children and their families. In addition to out-patient mental health services, services provided for children include both a center and home based Early Intervention Program for infants and toddlers 0-3 years; Special Education Services for pre-schoolers enrolled in both mental health day treatment and/or interim alternate bilingual Spanish classrooms; Special Education Services for School Age children 5-8 years with severe emotional needs; an off-site Early Head Start and Head Start program located in East Harlem serving young children 0 – 5 years and a host of related services including counseling, speech-occupational and physical therapies, and enrichment services such as gym, library and computer classes.

It is always our intention to provide children with the most appropriate and least restrictive educational settings. Through our work, we frequently encounter high functioning children on the autism spectrum who are capable of academic work, yet, because of social and behavioral challenges, would benefit from an inclusive environment that specifically addresses their social and emotional development needs. The Neighborhood Charter School of Harlem is able to provide those kinds of supports.

Northside Center for Child Development Day School is eager to collaborate with the staff of The Neighborhood Charter School of Harlem by informing our families of their school and services. We look forward to welcoming this school to the Harlem community.

If you have any questions, please feel free to contact me at (212) 426-3460.

Sincerely,

Rose Ann Harris, M.S.
Director, Northside Center for Child Development Day School

Northside Center
1301 Fifth Avenue
New York, NY 10029
(212) 426-3400
Fax: (212) 410-7561

Central Harlem Services
247-249 West 135th Street
New York, NY 10030
(646) 259-2000
Fax: (212) 694-4477

Susan Patricof Head Start Center
302-306 East 111th Street
New York, NY 10029
(646) 351-1300
Fax: (646) 351-1399

www.childrensvillage.org

April 19, 2010



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Honorary Members

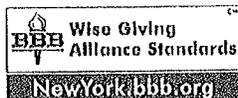
Fr. Benedict Groeschel

Stone Phillips

Accredited by

The Council on

Accreditation



New York City Department of Education
Office of Charter Schools
52 Chamber Street
New York, NY 10007

Dear Charter School Authorizers:

I am writing on behalf of The Children's Village to support the charter application of The Neighborhood Charter School of Harlem. Central Harlem urgently needs more high performing schools to prepare its children to go to college and to make positive contributions to their community. We believe that high-functioning children with ASD's who are provided with appropriate supports can and will meet high academic standards and can greatly improve their chances of success in life. The Children's Village works with struggling families in Harlem who are involved in the foster care or juvenile justice systems and we operate a vibrant community center at the Polo Grounds Housing Community in Harlem. We understand the need for quality education, particularly with children who are struggling with developmental delays.

The Children's Village was founded in 1851 and today works with 7,000 children and families throughout the New York area. Our mission is to work in partnership with families to help society's most vulnerable children so that they become educationally proficient, economically productive, and socially responsible members of their communities. Children's Village is an innovative leader in strengthening youth who are among the most at-risk in New York's child welfare and juvenile justice systems.

The Children's Village and The Neighborhood Charter School of Harlem share a common vision to create brighter futures for at-risk children in Harlem and its neighboring communities. I fully support the mission of The Neighborhood Charter School of Harlem and strongly support its charter application.

Sincerely,

Jeremy Christopher Kohomban, PhD.
President and Chief Executive Officer

Additional Attachment 5

Request for Funding to the DOE with Exhibits A and B

*Neighborhood Charter School of Harlem
101 West 81st Street # 316
New York, NY 10024*

Recy B. Dunn
Executive Director
Charter School Office
52 Chambers Street, Suite 413
New York, NY 10007

January 27, 2011

Re: Special Funding Request for the Neighborhood Charter School of Harlem

Dear Mr Dunn,

I am the lead applicant for a charter school proposal that we intend to submit to the New York State Education Department (SED). As you know, we submitted an application to the New York City Department of Education (DOE) in May 2010 and submitted a second application to the SED, with the support of the DOE, in September 2010. Our application was not recommended to the Regents but we were encouraged to reapply, which we intend to do. We have submitted Letters of Intent to Apply to the SED and the DOE.

This letter is a request to the DOE to provide special funding for the school for the reasons that are set out below and replaces the letter sent to Michael Duffy in March 2010.

Introduction

The school that we propose will be a K-8 charter school located in Community School District 5 (Central Harlem) and opening in August 2012. The mission of the Neighborhood Charter School of Harlem (NCSH) is to provide the children of Harlem with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our students, who will include high functioning children with autism spectrum disorders, will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.

The School will take as its model the ASD Nest program currently being implemented in 14 New York City public elementary schools and two public middle schools. This very successful research-based program provides skilled, specialized, intensive instruction to high functioning children with autism spectrum disorders (ASD) in inclusive classrooms. The ASD Nest program has shown that high-functioning children who are provided with this kind of instruction can and will meet high academic standards and can greatly improve their chances of success in life. Typically developing children also benefit educationally and socially from the small classrooms, low student/teacher ratios and continuing positive behavioral support that the model provides.

Background

There is a pressing need for specialized, research-based educational programs for children with ASD in New York City.

The number of individuals diagnosed with ASD has increased dramatically over the last two decades. The latest data (December 2009) from the Center for Disease Control (CDC) estimates that approximately one in 110 children have ASD, a condition the CDC recognizes as an “urgent public health concern” warranting “concerted efforts [...] to address the many needs of affected persons and to provide coordinated support services which improve daily functioning and long-term life outcomes.”¹ Education is currently the primary form of treatment for ASD.² Recognizing the tremendous needs facing individuals with ASD, the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) and the SED, as co-chairs of the Interagency Task Force on Autism, examined the needs and issues facing New Yorkers with ASD and ways to provide supports and services more directly, efficiently and effectively. In January 2010, the Task Force submitted a report (2010 Task Force Report) of its findings and recommendations to Governor Paterson, the New York State Board of Regents, the leadership of the New York State Legislature and the Inter-Office Coordinating Council. The report contains 13 findings, among which are: *Finding 4*: Individuals with ASD need greater availability of evidence-based services and interventions to support them throughout the stages of their lives³ and *Finding 5*: Teachers need specialized training and expertise to meet the unique educational needs of pre-school and school aged students with ASD.⁴

The latest CDC data suggests that approximately 10,000 of the 1.1 million children in DOE schools have ASD. Of these, 30% - 40%, or 3,000 to 4,000 children, are likely to be considered high functioning. Many of these children are capable of meeting high academic standards but have historically been impeded from succeeding in inclusive classrooms because the teachers and other professionals in these settings lacked the specialized skills to address their behavioral challenges and impaired social skills. The ASD Nest program has been successful in addressing the needs of these children in inclusive classrooms using the latest research based strategies. However, ASD Nest currently serves only about 400 children. We believe that many other high-functioning children are among the approximately 6,000 children classified as having autism who are served by District 75. Others are among the approximately 100,000 children who are in full-time special education classes in neighborhood schools, often with individual paraprofessionals, in programs that are not tailored to their special needs.

Of the current ways that children with high functioning ASDs are being educated in New York City public schools, ASD Nest not only best addresses their needs but is also the most cost effective.

With the help of Dorothy Siegel, one of the founders of the ASD Nest program and currently the Director of the program, we have looked at the cost of the ASD Nest program compared with the

¹ <http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5810a1.htm>

² National Resource Council, 2001

³ The 2010 Task Force Report, see http://www.omr.state.ny.us/autism/images/hp_autism_interagencyreport.pdf

⁴ *Id.* at 21.

cost of educating similar students in District 75 or in special education classrooms in community schools. We believe that the ASD program is significantly more cost effective than either of these options, because it eliminates multiple paraprofessionals and instead uses two teachers in each classroom. The following table shows comparative staffing for the three models.

	Special education students per classroom	Special education teachers per classroom	Paraprofessionals (FTE = .4 teacher)	FTE teachers/child
Nest model	4	1	0	.25
District 75 model	8	1	4	.325
Community school model: CTT w/ para	10	1	1 "IEP" para for each child	.50

By replicating ASD Nest in a charter setting we will provide more high quality options to low-income parents of children with ASD in Harlem.

The ASD Nest program currently serves children who have been identified as having an ASD before they reach school age and who are admitted through the Turning Five process. Low income and minority children with ASD are less likely than their more privileged peers to be identified before they are in school⁵ and when they are identified, their parents are sometimes not as equipped to navigate the system to find good programs like ASD Nest. As a result, the low-income students are underrepresented in the ASD Nest program.⁶ The founders of the ASD Nest program are aware of this and it is a matter of concern to them.

We have created a partnership with the Autism Center of YAI Network (YAI) to conduct an extensive outreach program to find and identify Harlem families of children with ASD who may not have been previously identified and to make it easy for them to apply for our lottery. We will reach out with flyers to Harlem clinics, pediatricians, pre-schools, day care facilities and agencies serving low-income families and create a referral line at YAI that makes it easy for families to enter a process to determine whether their child is appropriate for our ASD program. Children who are appropriate for the program can enter a lottery for the eight places set aside for high-functioning children with ASD each year.

The 2010 Task Force Report found (Finding 2) that, "Throughout much of New York State, it is difficult for families to find and get appointments with professionals with the experience and expertise needed to evaluate and diagnose ASD. These difficulties delay early identification and treatment."⁷ According to a survey conducted by the Task Force many parents in New York find it "difficult to obtain information about specialists who are trained to conduct diagnostic evaluations for ASD and, once experienced specialists are located, families report lengthy

⁵ School District Resources and Identification of Children with Autistic Disorder; Palmer etc. 2005
Autism Diagnosis Comes Later for Blacks than Whites

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

⁶ We have been informed that of the approximately 400 NYC children in Nest, only about 7 are from Harlem

⁷ 2010 Task Force Report at 15

waiting times prior to receiving an initial evaluation. The lengthy delays mean children remain undiagnosed.”⁸ The outreach and screening process we have created with YAI will provide timely, expert diagnoses to more families.

By offering a program modeled on the ASD Nest program in a charter school, we also increase the educational options for parents of children with ASD who are attracted to the strong school culture, high expectations and longer school day and year that our school will offer. Unlike traditional public schools, we will be able to select, train and reward teachers who are dedicated to our mission and deploy our resources in ways that support our mission. We can choose curricula that will be effective for our students and adapt flexibly and proactively to their needs. We will also be able to engage families more effectively because they will have chosen our school.

Request

We request a supplemental allocation of \$21,279 per student to allow us to adequately serve the specialized needs of our ASD students. We will admit eight such students each year. This amount represents the *additional* cost of providing specialized services to these students over and above the supplemental allocation for high needs special education students in charter schools, which is currently \$19,049 per student. Exhibit A lists these costs and shows how we have calculated our request. With the help of Dorothy Siegel we have calculated the actual cost of the ASD Nest program using the same categories. Exhibit B shows these costs, which are significantly higher.

The supplemental allocation provided to the New York Center for Autism Charter School (NYCACS) establishes a precedent for supplemental funding for high needs populations, particularly those with ASD.

NYCACS will receive an allocation in excess of \$80,000 per student in the FY2009-2010 school year.⁹ NYCACS’s request for a supplemental allocation was granted as a result of a policy decision of then Chancellor Klein to foster and nurture the development of the school, not only to further diversify school options as part of the DOE’s portfolio strategy, but also to support the school as a model for academic excellence in the provision of education to special needs students, particularly those faced with the developmental challenges of autism. We understand that this allocation was negotiated based on the cost of comparable programs in District 75, and the actual cost of providing services to NYCACS’s students. We have used the same approach in calculating our request.

In addition to our request for a special allocation, we would like to discuss two further issues with the DOE. First, we understand that the DOE has created a formula for calculating a periodic increase in the supplemental allocation for NYCACS to take account of rising costs over time. We would like to agree a similar formula. Also, we would like to discuss the cost of outreach and screening to find students who may be eligible for our set-aside places. We have decided to contract directly for these services because the existing services for preschool children have not generally been successful at identifying low-income children with ASD. However the costs will

⁸ *Id.* at 15

⁹ We have been in contact with the NYCACS and have verified this information

be substantial. We would like to discuss a system for reimbursing these costs.

By providing a supplemental allocation to NYCACS the DOE has made possible the creation of a model program for students with moderate or severe ASD. We request a similar (although significantly lower) allocation to allow us to create a model program that will complete the range of charter school options for families with children on the autism spectrum. We would welcome an opportunity to discuss this request with you.

Sincerely

(Ruth Meyler)

Ruth Meyler

Neighborhood Charter School of Harlem

	Salary	FTE	Cost per general education class	Cost per Nest Class	Cost per general education student in a class of 20	Cost for 12 general education students in Nest class	Additional cost of Nest class	Cost for 4 ASD students	Excess cost per ASD student
Teacher (gen ed)	\$60,000	1.0	\$60,000		\$3,000				
Teacher (1 sp, 1 gen)	\$60,000	2.0		\$120,000		\$36,000	\$84,000	\$21,000	\$18,000
Extra coverage	\$60,000	0.4					\$24,000	\$24,000	\$6,000
Speech ther.	\$75,000	0.3					\$22,500	\$22,500	\$5,625
Fringes @ 26%								\$17,550	\$7,703
Hunter training --@ \$4000 per staff member 3 staff/class								\$12,000	\$3,000

\$97,050 \$40,328

	Salary	FTE	Cost per regular class	Cost per Nest Class	Cost per general education students in a class of 20	Cost for 12 general education students in Nest class	Additional cost of Nest class	Cost for 4 ASD students	Excess cost per ASD student
Teacher (gen ed)	\$70,000	1.0	\$70,000		\$3,500				
Teacher (1 sp, 1 gen)	\$70,000	2.0		\$140,000		\$42,000	\$98,000	\$24,500	\$21,000
Extra coverage	\$70,000	0.4					\$28,000	\$28,000	\$7,000
Speech ther.	\$75,000	0.3					\$22,500	\$22,500	\$5,625
Soc wkr	\$83,000	0.2					\$16,600	\$16,600	\$4,150
Case conf's (2 classes) (per session fees)	\$42						\$28,560	\$14,280	\$3,570
Fringes @ 26%								\$23,816	\$9,822
NYU support - \$400,000/350 students								\$4,571	\$1,143
Hunter training -- \$300,000 for 75 staff - 3 staff/class								\$12,000	\$3,000

\$146,267 **\$55,309**

Additional Attachment 6

Confirmation of Walton Family Foundation grant

new ideas, better schools



To whom it may concern;

As the local grant partner for the Walton Family Foundation, the New York State charter Schools Association serves in an advisory capacity identifying high quality charter applicants for potential funding through the family Foundation, overseeing a grant review panel and associated interview process, at the successful completion of which schools may be forwarded to the Walton family foundation with a recommendation for funding and may be approved or rejected by the Foundation board. Neighborhood Charter School of Harlem was identified as a high potential charter applicant and has received pre authorization funding from the Foundation and has successfully passed through the interview phase with a recommendation for funding from the Walton Grant Committee, contingent on successful progression through the authorization process. They have received \$50,000 already and have tentative pre-approval for the balance of a Walton start up grant, equaling an additional \$200,000. The balance is contingent upon NCSH receiving final charter authorization as well as a vote by the Foundation board, as the grant committee. Thus far every application recommended for funding by the NYCSA Walton Grant Committee to the Foundation Board has been approved, though explicitly the final decision is with the Board and the Grant Committee functions in a strictly advisory capacity. I manage the Local Grant Committee work in NY and am happy to answer any questions or provide follow up.

Thank you for your time and consideration of this matter

Dirk Tillotson
Manager, NY local grant partner, Walton Family Foundation
Director, New School Incubator
347 545 1776

915 Broadway, Suite 110, Albany, NY 12207
Office 518.694.3110 Fax 518.694.3115
www.nycsa.org

Additional Attachment 7

Letter confirming ability to obtain insurance



September 13, 2010

To Whom It May Concern:

**RE: Insurance Coverage for the Neighborhood Charter School (NCSH)
Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to provide insurance services for the NCSH. Our division specializes in Charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of New York as required by law. Our program utilizes the following carriers which are admitted in the State of NY: Philadelphia Insurance Company, The Hartford, and Chartis.

On behalf of the NCSH, the following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate:

Coverage	Limit
General Liability	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella / Excess Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis
Student Accident Coverage	Primary \$25,000 limits and CAT option at \$5,000,000

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto	\$ 3,772.00
Directors & Officers / Employment Practices	\$ 2,000.00
Property (Assuming leasing only \$100k contents)	\$ 2,500.00
Excess \$10 million Limits	\$ 890.00
Workers Compensation	\$ 3,750.00
Student Accident	\$ 1,166.00
total	\$ 14,078.00

Exposures: Based on 106 students, 21 employees, payroll of \$500,000

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
School Board Legal/Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,

Tom Boobar

Digitally signed by Tom Boobar
DN: cn=Tom Boobar, o=CharterSafe, ou,
email=tom_boobar@ajg.com, c=US
Date: 2010.09.19 21:35:56 -07'00'

Tom Boobar, MS, MBA, REHS, CSP
Area Vice President Arthur J. Gallagher Insurance
License #0726293